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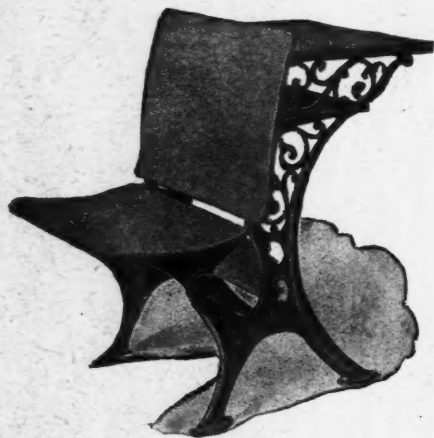
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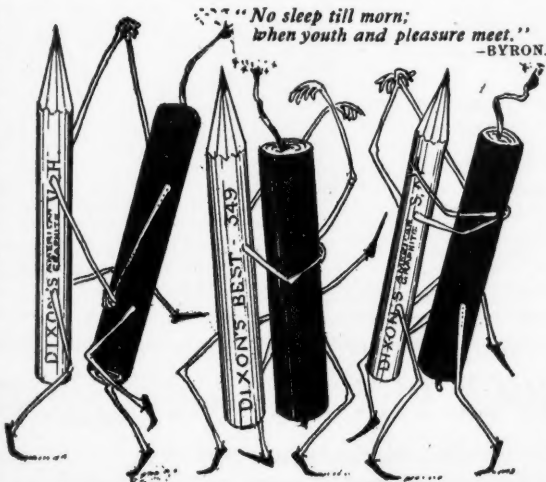
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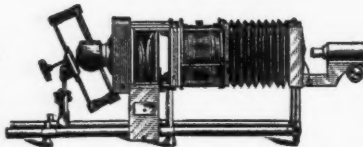
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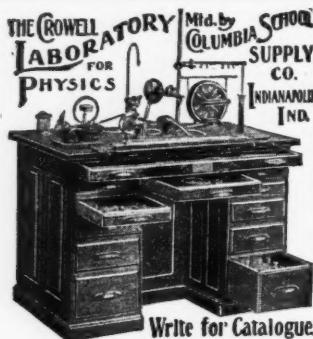
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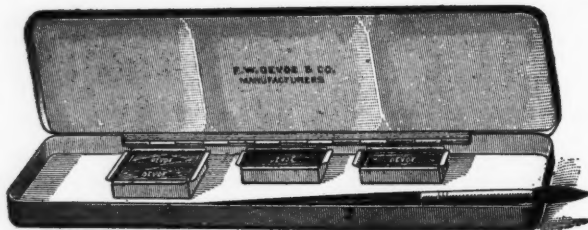
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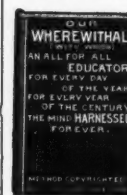
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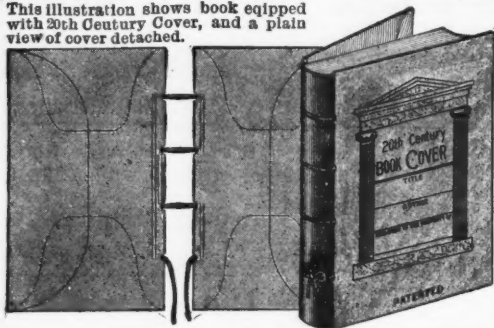
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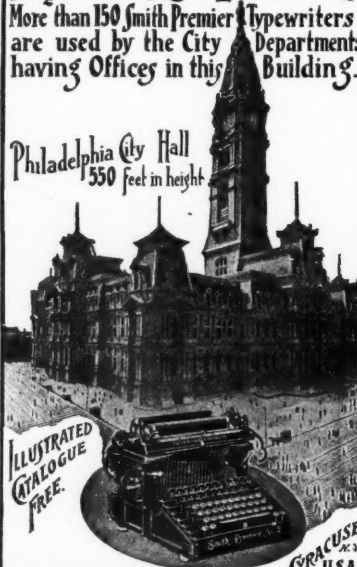
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By E. GILE RICH.

As the president of the oldest and largest university in the new world, the university which has played the most prominent part in the annals of the country, Dr. Eliot should, by right of his position, be one of our most prominent educators. As president of the N. E. A. for the year 1902-3, a position gained thru his efforts in behalf of secondary education, he stands at the head of the army of American teachers. But, aside from all this, he is at present the acknowledged leader in the field of American education. No other person in the history of education in this country, save Horace Mann, has so deeply stamped his ideals upon our scheme of popular education.

Moreover, thru his advocacy of civil service and tariff reform and his remarks on the great labor question, he is generally regarded as one of six men in the country most prominent in molding public opinion. Independent in thought, clear in expression, vigorous and utterly fearless in action, he is representative of the best type of American scholarship and action. From the view-point of the deeper and more lasting forces in civilization his achievements are not exceeded in importance by anything that has taken place in our generation.

Charles William Eliot was born in Boston in 1834 and was fitted for college at the Boston Latin school. Upon finishing his course at Harvard, from which he was graduated in 1853, he was appointed tutor in the college, and, in 1858, was made assistant professor of mathematics and chemistry. In 1863, he went to Europe, where he spent two years in the study of chemistry and in examination of the systems of public instruction in France, Germany, and England. Upon his return, in 1865, he was appointed professor of analytical chemistry in the Massachusetts Institute of Technology. In the same year an important revolution occurred in the government of Harvard university. The alumni were given increased power in the management of the university, and thus the way was prepared for extensive and thoro reforms. Shortly afterwards Dr. Thomas Hill resigned the presidency, and, after a considerable interregnum, Dr. Eliot succeeded to the office in 1869.

Thus he entered upon a work which, had he done naught else for education, would have rendered him a prominent figure in the educational world. It is not too much to say that he gave to America her first real university.

At the time of his accession to office Harvard university consisted of a small college surrounded by several desultory professional schools. In the college the curriculum was hopeless from our present point of view. A large place was given to instruction in metaphysics, but of a single school in dogmatic form. The precise number of pages and fraction of chapters to be read in a year were prescribed. The fragments of instruction were entirely unrelated.

Immediately upon entering office the new president began his struggle for the principles which are behind much of the progress, educational and otherwise, of the last generation. He fought for liberty in choice of studies and absolute freedom in investigation for both

teacher and student. He wanted science to be taught by first-hand observation, philosophy and religion by candid criticism. In 1884, he had triumphed to such an extent that the work of the freshman year at Harvard was largely elective. This was one of the greatest triumphs in educational progress. It was the basis of the work for adding reality and life to secondary education.

Many persons have believed that President Eliot introduced the elective system at Harvard. This, however, was not the case. The principle was laid down at Harvard as early as 1825. But Eliot's predecessors had not believed in the system and they had tried to lessen its range. The need of a discerning and broad-minded soul to develop the idea was manifest. This need was met by Dr. Eliot.

The services rendered by him in uplifting the standards of professional education can hardly be over-estimated. He found the professional school little more than an irresponsible commercial institution. Under his leadership the course of study has been lengthened and strengthened. The standards for admission have been advanced. He established the degree of doctor of philosophy in this country and founded a self-respecting graduate school on the broad foundation of undergraduate preparation. In short, he gave us a real university comparable to the great universities of the continent.

The great interest to those who will be present at the N. E. A. convention is President Eliot's work for the secondary schools. As early as 1869, he had written articles in the *Atlantic Monthly* on the new education, which had disclosed to the public a thoro acquaintance with the best thought on education in Europe. In 1873 he called attention "to the great importance to the colleges and the community that the way be kept wide open from the primary school to the professional for the poor as well as for the rich."

Seventeen years later, at the annual convention of the N. E. A., President Eliot delivered an epoch-making speech, which led to the formation of the famous Committee of Ten, of which he became chairman. In this position he showed remarkable tact and infinite capacity for molding men and forces for the successful accomplishment of a definite purpose.

Here also he secured sanction for his ideas concerning the worthlessness of short information courses, the earlier beginning in the elementary schools of algebra, geometry, natural science, and modern languages, the correlation and association of subjects with one another on the program and by actual teaching, and the doctrine that the secondary schools, supported at public expense, should be primarily for the many who do not pursue their education further.

Thus President Eliot gave to secondary education its greatest impulse toward efficiency, variety, serviceableness, and vitality.

But he did not stop at this. Finding that the grammar course was dull and devoid of human interest, consisting chiefly of mere memory exercises or relatively useless matters, he took up the reform for a community constantly suffering harm on account of the natural aptitudes of the individual children never being appealed to.

In 1891 he won indorsement for his plan of shortening and enriching the school course. Five principal recommendations were adopted: That elementary natural history be taught in the earlier years of school life by

* A fine full-page portrait was sent out with THE SCHOOL JOURNAL last week.

demonstrations and experiments rather than by books; that elementary physics be taught by the laboratory method; that algebra and geometry be taught pupils at the age of twelve or thirteen; that French, German, or Latin be taught after the age of ten. Thus his influence brightened the grade schools, and they ceased to serve as instruments of intellectual torture, just as under his reforms the secondary schools had ceased to be instruments of slow starvation thru uniformity.

As a reformer President Eliot has often been misunderstood, misrepresented, even maligned. But thru his efforts the lives of hundreds of thousands of boys and girls have been made happier, brighter, and better worth

living. In his recent books he has continued his work for the cause of education. His services have been tremendous in rationalizing temperance agitation and educational fads.

President Eliot's *authority* has been limited to Harvard, but his *influence* has been national, affecting not only the educational, but also the social and political fabric. The honor that has been paid and will be paid him is well earned, for it is but just that those distinguished men who, in a democracy, succeed in doing something worthwhile in the less conspicuous but no less heroic struggles on fields of peace, should receive while they live the recognition and gratitude which are their due.

National Educational Association.

Forty-Second Annual Convention at Boston, July 7-11.

What the N. E. A. Will Mean to Boston.

What the convention will mean to Boston it will mean to teachers everywhere. The fact that New England appreciates the benefits this great assemblage will bring is evident from the following, taken from the Boston Transcript:

Entirely aside from the good it will do twenty-five thousand teachers to come to Boston for attendance upon the National Educational Association in July, and the good it will do New England to demonstrate once again that her hospitality is adequate, there is a larger profit that will come to the city and state from having citizens as well as the educational people become acquainted with the professional enthusiasm of the West. Those in the best position to know say that the prospect is that there will be twenty-five thousand from beyond the borders of New England, and they will largely be the inspiring members of the profession. Aside from the 250 assigned speakers on the program, the whole twenty-five thousand will talk education, will ask and answer questions, and will express opinions. Unless teachers are misrepresented they are quite likely to have convictions on ways and means of teaching and to promulgate and defend them.

New England cradled the public school system and has given the country the leading classical university in America, the most prominent technology institute in the world, and most of the great educational leaders, from Horace Mann and Mary Lyon to President Charles W. Eliot, Dr. William T. Harris, and Sarah Louise Arnold, and it is but natural that we should be conservative even to contentment with the way we do things. We cannot realize that New York city has the most up-to-date system of school administration in the world; that nearly every Western city has revolutionized its methods of administration within a few years, whereas we have made no advance for nearly a generation. We may not want all the new things of which they can tell us, but we do want to be told by word of mouth and with earnest pride of the progress in other cities and sections. Provided it costs \$25,000 to prepare for the coming convention, that is little more than the cost of one day's schooling in the metropolitan district, and it can but benefit the teaching of a third of a million children for many weeks.

The Welcome to be Accorded.

Boston is prepared to fling open its doors, wide, to the visiting teachers. The *Herald* of June 9 says:

Boston has entertained some large companies at various times. We have had reunions and jubilees and anniversaries and conventions, almost without number. Some of them have brought an immense throng as participants and as spectators. Yet we doubt whether the city has at any time had so many strangers of one profession or calling gathered here to exchange opinions and to obtain inspiration for their future work as will be here for five days in the early part of July. There ought to be some

power in this vast aggregation of earnest workers abounding in zeal and enthusiasm to arouse our own educational forces to a larger and a better service. It does not appear possible that this wave can pass over us without doing us good in a variety of ways.

The National Educational Association is a growth of the great Middle West rather than of New England. We are informed that the great body of New England teachers are practically strangers to it. And to this reason it is due, in the judgment of many, that there seems to be some lack of professional ardor and zeal as compared with what exists in the Western states. It was more than thirty years ago, when this association had not become the really grand institution that it is now, that it last met in New England. Meantime New England teachers as a class have almost ignored it. Of the more than one hundred men and women who are now serving on the various committees of preparation for the meeting in July, we learn that but a small minority have attended even a single meeting, and those who have attended more than two or three meetings are, it is said, not more than four or five.

One who ought to know of what he speaks informs us that in a school of considerable reputation the teachers did not know what the National Educational Association is, or that it is coming to Boston, until the middle of last month. Each of the states of the Middle West has commonly been more numerous represented at the annual meetings than all New England. These are evidences of provincialism. They show that teachers do not attend educational conventions outside of the local field, or read educational publications. It might not be a bad plan for those who examine teachers for appointment or promotion to make specific inquiry into their interest in the things that make for a wide and liberalizing knowledge of their professional work and duty. Teachers are apt to become too much localized in thought as well as in experience.

Probably there has never come to Boston a more earnest body of workers. And no workers are engaged in a more useful and honorable endeavor. Every part of the country will be represented by men and women of high intelligence and character, whom Boston ought especially to honor for the cause they represent as well as for their personal deserving.

Our citizens will be not merely unappreciative, but mistaken and unfortunate if they do not regard the coming of the association to Boston as a particular honor to the city and the commonwealth. If in any conceit of superiority we fancy that we do not need such a visit of teachers, we are gravely at fault. In truth, few places need it more. Perhaps there are some who think, speaking in the cant of the day, that "we know it all," and therefore have nothing to learn from other teachers than those we have bred at home. This is a manifestation of the same egotism and narrowness that would have only Boston educated teachers in Boston schools. The truth is that we are somewhat slow in the acceptance of ideas

that have originated elsewhere; indeed, somewhat slow in making the most of those we originate ourselves. The great convention must prove a notable advantage and stimulant to the educational thought and the educational practice of New England. We may learn much more than we are prepared to impart. The West is the leader in current educational advance as well as in many other things. Let us welcome our opportunity and turn it to the largest profit. Such another will not come soon.

This urgent word is spoken not to teachers alone, but to all citizens. Twenty-five thousand stanch and true toilers in the really greatest work that is going on in the land—the development of the generation of growing youth in knowledge, in patriotism, and in morality—are to encamp with us for a season, while they strengthen their preparation, their faith, and their courage for the tremendous duty. Let us aid and cheer them by every means in our power.

What You Will See in Boston.

Scientific Observatories.

By FREDERICK W. COBURN.

Three important observatories in the neighborhood of Boston are well worth your looking into while you are doing the sights of the city. These are the Harvard Astronomical Observatory, the Blue Hill Meteorological Observatory, now a part of Harvard university, and the little Geodetic Observatory, belonging to the Massachusetts Institute and situated in the Middlesex Fells.

If at all interested in scientific matters you will be abundantly entertained at any or all of these. Above everything else you must take in the Harvard Astronomical Observatory, which, under the direction of Prof. E. C. Pickering, has become, in many of its departments, the leading center of astronomical research in the world. Beautifully located on high ground about a mile from the college yard the observatory is certainly one of the most creditable of Harvard's contributions to the cause of science. It is, perhaps, as widely known in Europe as any single department of the university, and has, naturally enough, been mentioned as the logical center of the "astronomical trust," which Professor Pickering is endeavoring to effect. The observatory has already become a very valuable plant, its permanent endowment having increased within a quarter of a century from \$176,000 to \$909,000—equal now to about one-fifteenth of the total endowment of the university; its present annual income is upwards of \$50,000, giving it high rank as compared even with the big governmental observatories of the world.

But these figures of resources are, in reality, far less significant than the things that are done with the money. The observatory stands before Harvard students as a perpetual example of the kind of service the university has been proud of rendering to the cause of science. It is a fact, to be sure, that no class teaching is done here, so that the contact with student life is not very close. The observatory is primarily an institution for research, not for teaching, so that, if any young man or young woman wants to learn astronomy at Harvard, he must do so by getting a regular appointment in some useful capacity about the observatory. Harvard students know the observatory only as you may know it, thru an occasional visit upon special days. But its influence upon the university and upon the community is none the less salutary.

Undoubtedly the Harvard Observatory's greatest work is in the departments of photometry, which means measuring the light of the stars, and in photography, which includes the determination of the position of the stars as well as the study of their movements and variations in their light and composition, and probably the most celebrated feature of the whole observatory—the one that is absolutely unique—is the library, as Professor Pickering delights to call it, of photographic negatives. The term

is not at all inappropriate, for this actually contains the only extant and readily available history of the heavens covering a considerable period of years. Harvard has always been the world's leading center of astronomical photography ever since the Professors Bond, father and son, first began, years ago, to photograph the stars, using the old-fashioned wet plates, and ever since the advent of dry-plate photography, which enables the scientists to keep accurate records of the whole sky, the Harvard astronomers, not only at Cambridge, but also at their high altitude observatory near Arequipa, Peru, have been taking so many pictures of the heavens and filing them away in cases that to-day, if you should want to know what any particular star was doing on any particular night since the records have been regularly taken, you need only go to the Harvard Observatory and ask one of the trained attendants to have a print of the portion of the sky in which it appeared that night made for you. To print and publish the results of all this photography would be expensive beyond belief, but to hold the negatives in readiness for consultation has proved to be a thoroughly feasible scheme. In a great, plain stack-room, recently built, you will find the negatives, ranging in size from four by five inches up to twenty by twenty-four inches, all properly cataloged and immediately available for purposes of study. The number of them stands already at about 115,000, and the stack-room will easily contain in the neighborhood of 270,000. Some twenty young women are kept constantly busy at the task of classifying and arranging the plates.

The importance to the science of astronomy of this collection can readily be realized. Nowadays when an astronomer announces the discovery of a new star or variable it is the regular thing that the Harvard records shall be searched to see if they contain any previous trace of such a body, and the photographic negatives are themselves watched with closest attention as they come in on the chance that some new heavenly body heretofore neglected will appear. Nor has this scrutiny been unrewarded. In the past fifteen years eight new stars have been discovered by the combined efforts of the astronomers of the world, and six of these—remarkable to relate—were found by one woman, Mrs. W. P. Fleming, of the Harvard Observatory, whose special duty it is to study the negatives for new appearances. As you hold one of these glass panels up to the light and note its surface all spotted over with little black dots you will certainly wonder how anybody, man or woman, could make discoveries from it, but trained scientific observation accomplishes wonders.

In this connection I might say it has just been announced at Harvard that plans are making that look toward the co-operation of several of the world's chief observatories in what is, undoubtedly, the most important astronomical work done for a century—nothing less than the completion of a photographic catalog showing the position of every star visible in telescopes of moderate size. The preparation of this list involves measurement of something like 900,000 stars and will fill ten quarto volumes of 300 pages each. A herculean task, assuredly, but this is the kind of work that is being done at the Harvard Observatory, which you should certainly find not less interesting than a great shop or school. Of course, there are all manner of wonderful apparatus about the place: electrical appliances, in charge of Mr. W. P. Gerrish, for compelling the heavens to tell the time of day accurately; numerous moderate-sized telescopes—Harvard's especial pride, the big Bruce telescope, being kept at the high altitude station in Peru, where atmospheric conditions are better adapted to its use;—photometers the largest and most important in the world; everything, in fine, that belongs to a great observatory. It is undoubtedly the most fascinating scientific Mecca in the greater Boston.

Harvard's other observatory, maintained as a meteorological branch of the Astronomical Observatory largely thru the munificence of Mr. A. Lawrence Rotch, is situ-



Bath-house, Mayflower Grove, Plymouth.

ated on the crowning point of the Blue Hills, the highest elevation of land anywhere along the Atlantic coast between Maine and Florida. The meteorological station itself stands 650 feet above the sea. The range is prominent for miles and is especially interesting historically because the Indians called it "Massachusetts," meaning "the great hills," and thence Captain John Smith gave to the adjacent bay the name which finally was applied to the whole state. The hills are now part of the Metropolitan park system and embrace about 4,500 acres of very picturesque woodland—a very delightful region to ramble in, as you will discover if you venture into it.

The observatory itself was founded privately in 1885 by Mr. Rotch, and since then it has been supported almost entirely from his private means at a total cost of about \$100,000. In 1899, in order to increase its usefulness, it was transferred by a lease of the land on which it stands to the general care of the Harvard Astronomical department. Mr. Rotch was continued as director and his staff retained, consisting of Mr. H. Helm Clayton, meteorologist, Mr. S. P. Fergusson, mechanician, and Mr. A. E. Sweetland, observer—all well-known scientists.

All manner of interesting records are made at this station, but the feature of its work that appeals most strongly to popular imagination is undoubtedly the scientific kite-flying—the exploration of the air, as it is more scientifically called, by means of self-recording instruments attached to kites. In this work the Blue Hill Observatory was the pioneer and its recorded observations are the standard for meteorologists everywhere. Since 1885, kites have been used at Blue Hill, tho the most effective work has been done since 1894, when, at the invitation of Mr. Rotch, Mr. William A. Eddy, of Bayonne, N. J., came over to Boston and taught the observers how to fly the special forms of kite invented by him. Very recently Mr. Rotch has evolved the plan of flying kites from on shipboard, a plan that has proved to have many advantages over kite-flying from a stationary base.

If you should be fortunate enough to be present at Blue Hill during a kite ascension you will witness an impressive and picturesque spectacle. The big strings of kites—six as a rule—attached to the steel piano wire that is employed as kite string at intervals of about 1,500 feet, go soaring on occasions as high as 15,000 feet. Oftentimes a kite breaks loose thru the lines' parting. Not long since one of them escaped and was carried to Hingham ten miles distant at the rate of about a mile a minute, as was determined by timing it thru a glass. Sometimes they come to the ground with such violence that they are wrecked, instrument and all, but usually they light so gently that, if found again, both kite and instrument are little or not at all injured.

A third observatory, one of unique interest, is the little Geodetic Observatory, maintained by the Massachusetts Institute of Technology in the Middlesex Fells. That the Institute should take a live interest in geodesy is natural enough when you remember that its president, Dr. Henry S. Pritchett, was formerly at the head of the United States Survey. The location chosen for this ob-

servatory is ideal for its purposes, being quite free from the possibilities of hindrance, for it is a fact that geodetic work must be carried on where the instruments will not feel the vibrations caused by the steam cars, street cars, heavy teams, or any of the magnetic disturbances due to the activities of a great city. The Institute Observatory, situated in the wild Fells country, is constructed of field rock and has an aperture thru which the meridian can be followed from one side of the horizon to the other. The astronomical transit that is used in this observatory is one that saw service in Sumatra during the celebrated expedition of the Technology astronomers in 1901 and is one of the two which were used in driving the center line of the famous Hoosac Tunnel in western Massachusetts. This observatory, on account of its isolated position, has proved itself one of the most important in the country, and its magnetic work is being incorporated within the more general work carried on by the United States government—another instance of the modern methods of co-operation by means of which the limits of scientific knowledge are being so widely and rapidly extended.

Historic Plymouth.

By FREDERICK W. COBURN.

If during your sojourn in Boston you make no other trip outside the city you will have to include a visit to Plymouth, the mecca of all American history pilgrimages. You will find the Plymouth of to-day a town of prosperity, thrift, and respectability, with elm-shaded streets and houses that are singularly attractive quite apart from the historic associations of the place. All roads do not lead to Plymouth in the Old Bay State but there is some choice of routes. You may go down there by water or by rail or, best of all, if you are bent on seeing all you can of the country, by trolley. This last may take you thru old, settled towns that are full of charming and antiquated houses and scenery. You take at Park street or at Boylston street in the subway one of the surface cars of the Boston elevated system, marked Milton, and at the termination of its route you change to a Brockton car. This carries you across a region dotted with lakes to the live city of Brockton, a place that makes shoes for the nation and which has lately



Major John Bradford's House.

come into national prominence thru its electing a Socialist mayor. It is, indeed, a characteristic New England manufacturing town of progressive type, its tone given it in large measure by the presence of a great body of skilled artisans.

From Brockton your trolley trip lies eastward thru delightful, historic country—thru Whitman and North Hanson, which were originally part of Bridgewater famed



En Route to Plymouth.

for its state normal school, and thence thru Pembroke which is partly covered with the famous Plymouth woods, a vast tract of forest in which the wild deer still run about, the descendants, perhaps, of the original herd. Passing thru this town you may perhaps want to stay over for an hour or two in the popular Mayflower Grove, a typical family park of New England, bordering upon a sandy-shored lake, surrounded with giant pines and arranged with wooded paths and cosy nooks.

Leaving these attractions with reluctance you fare forward thru Kingston, a quaint old township, set aside from Plymouth on May 28, 1717, at the suggestion of Lieutenant Governor Dummer who wanted thus to celebrate the birthday of his gracious majesty, King George I. Hereabouts the trolley line passes thru Cook's Hollow, where lived Francis Cook, and his descendants, including Caleb Cook, who was associated with Captain John Church in King Philip's war. It also runs past the house of Major General John Thomas and the cellars which mark the dwelling place of Elder Thomas Cushman, John Howland, and Edward Gray, all familiar names in Mayflower chronicles.

Then, too, you will note near Stony Brook on the left hand side, marked by the Mayflower society's tablet and a big boulder, the site of Governor William Bradford's house, whence over the meadows there was a pleasant outlook to the homes of his good friends Standish and Brewster. Even more interesting, because the house is still standing, is the Major John Bradford place rising above little Jones river, flanked by great elms and toned to a handsome greyness.

By the Shore..

As you approach Plymouth you come in sight of the broad harbor which only shallowness has prevented

from becoming a great seaport, for it is admirably landlocked. Right across the harbor, shutting it in from the ocean waves, is Plymouth beach, over which and farther out you may note the great headland known as the Gurnet, a fascinating point of land at the extremity of one of the loveliest beaches of the Massachusetts coast. Within the prolongation of the Gurnet known as the Saquish Head you will also catch sight of Clark's Island, celebrated for the Pulpit Rock, a huge boulder, in the shelter of which, according to tradition, the Pilgrim explorers worshiped God on that first Sunday in Plymouth harbor. True it is that doubts have sometimes been cast upon the authenticity of this rock, but to the unskeptical it appears to be beyond peradventure a very genuine piece of stone, and it certainly bears this inscription, from Mourt's Relation: "On the Sabbath day wee rested."

Even if, however, you feel a bit doubtful as to this historic relic on an island out in the bay you must not in any way refuse to believe in Plymouth Rock itself, the genuineness of which is vouched for by multifarious evidence. There is, in fact, only one Plymouth Rock in all the world and you will find it—believe me—everything that it has been cracked up to be. It rests under a granite canopy at the foot of Cole's Hill, where it will probably continue to rest despite the present proposition to send it touring the country, in emulation of Philadelphia's Liberty Bell.

Speaking of relics and mementoes you probably noticed as we came thru the newer section of the town of Plymouth the huge construction called the Forefathers' Monument. This was erected, so we learn from an inscription, "by a grateful people in remembrance of their labors, sacrifice, and sufferings for the cause of civil and religious liberty." It is not a work of ancient times, for



Old Town Brook.

it was completed as recently as 1888, altho the cornerstone was laid twenty-nine years before. The monument consists of an octagonal pedestal from every side of which extends a buttress; on these four buttresses are seated as many figures of heroic size. On the pedestal stands a gigantic figure of Faith who holds a Bible under one arm while she points upward with the other arm. The seated figures represent respectively Morality, Law, Education, and Freedom. It is indeed a big monument



Lake and Boat Landing in Mayflower Grove.



The Mayflower.



The Standish Cottage.



John Alden and Priscilla.



Forefathers' Monument.



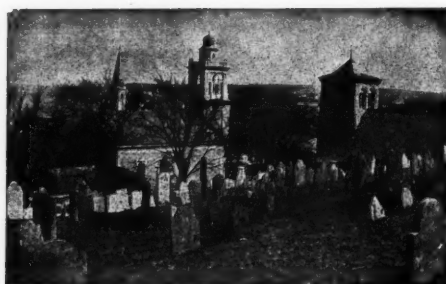
Miles Standish's Grave.



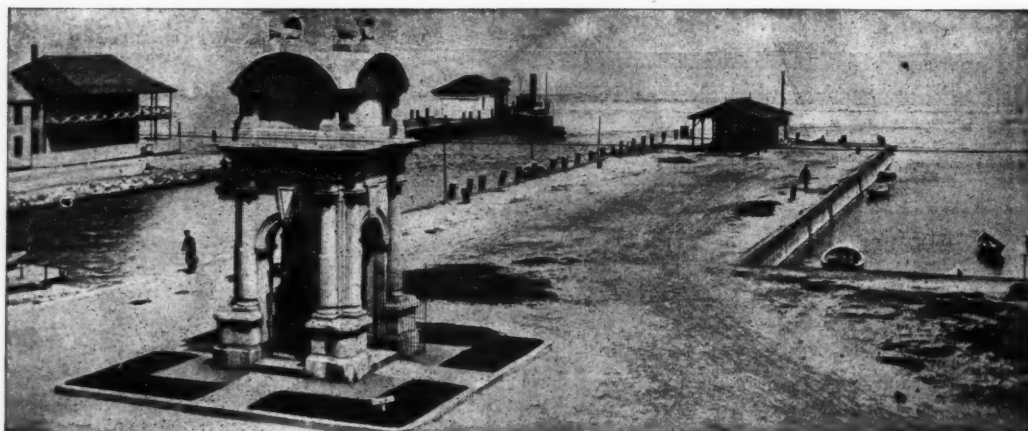
Standish Monument.



Pilgrim Hall.



Burial Hill.



Plymouth Rock.

one quite of the same school as the "Liberty Enlightening the World" in New York harbor.

In Plymouth Town.

The sights in Plymouth village are of course all of exceeding interest and real authenticity. For example, in Pilgrim Hall, the historic museum on the main street, you will see John Alden's Bible and a fine halberd unearthed in the cellar of his home at Duxbury; a few venerable bricks from the Governor Bradford House at Kingston; a pine tree shilling recalling Hawthorne's delightful story in "Grandfather's Chair;" several Miles Standish relics, including his sword which Professor Rosedal, of Jerusalem, declares was forged before the year 637 A. D. Standing before this venerable blade you



North Entrance of Mayflower Grove.

can almost feel its lively snicker-snack in the hands of the doughty captain.

[Then, too, you may, as once befell me, have the pleasure of eating your lunch on Burial Hill—not that the practice of desecrating such places with sardine cans and fragments of Uneda biscuits is exactly to be commended. Still this ancient resting place, so cheerful and bright, so seemingly remote from suggestions of present death, does in a sense invite refectation. It is ideal noon-day camping ground.

Tho Burial Hill is steep, it commands a good prospect. It was the natural fort that defended Plymouth in the strenuous old days, a fortress and church combined, in which the Pilgrims met to worship God and on the roof of which they mounted six cannon. On this hill, so it is

believed, the Pilgrims buried all their dead for many years, save only those victims of the first winter whom they disposed of so carefully.

One of the facts about Plymouth that often astonishes the visitor is the immense stretch of woodland behind the town and to the southward. It is in fact rather curious that the houses of the earlier settled village on the New England coast, situated as it is in one of the most densely populated Commonwealths of the Union, should be peering out of a forest that is almost as deep and tangled as when the Pilgrim Fathers landed with blunderbuss and ax to subdue it. But of course the sandy, unproductive character of Cape Cod land explains that. Plymouth township, as it happens, is the most extensive in Massachusetts, embracing about eighty square miles, of which sixty square miles are practically uninhabited. The total population is about 9,000, of which nineteen-twentieths is distributed right along the seashore.

Back in the woods you may, if fortunate enough to spend a few hours or days there, run across an occasional deer, some great rabbits, foxes in plenty, in fact all the kindred of the wild. This is the wilderness in which Daniel Webster used to hunt deer, coming over from his home at Marshfield a few miles north of Plymouth. In Plymouth woods are the usual 365 lakes, one for every day in the year, with a mudhole thrown in for leap year or good measure. Each lake is full of black bass and pickerel—as are, I believe, all lakes everywhere until you fish in them. Fish or no fish, lies or no lies, it is a woodsy paradise where the soil is too thin ever to invite agriculture and where a few summer residents, Boston and New York capitalists or college professors—like Dean Briggs of Harvard—have pitched their summer cottages. It is a glorious resort for artists, teachers, and the like.

To describe Plymouth specifically and the Cape Cod region generally as a summer region would be beyond the scope of this article; enough to say that it certainly offers remarkable attractions to the visitor on account of its picturesque shore and shaded hinterland, as well, of course, as its glorified reminiscences of the Pilgrim idea. The beaches in the neighborhood are singularly interesting, and the hotels and boarding houses (the Hotel Pilgrim at the beginning of the bluffs on Manomet Point being perhaps the best known hostelry) are comfortable and desirable.

New York City Syllabi.

I. History and Civics.

A committee of New York principals which has been preparing a syllabus in history and civics has submitted the report given below. The committee cautions teachers against expecting too much of their pupils, since the historical sense in children develops slowly. In the earlier grades the biographical and dramatic elements should be emphasized thru oral presentation. In the last two years of the course more serious work should be done in connection with the text-book. Regarding the detailed work the report reads:

As the course of study covers the history of the United States three times, care should be taken to treat the subject in a different manner each year. The first time in 5A, the work should be almost entirely biographical, with no attempt at a systematic presentation of the subject. In the sixth year, on the other hand, a systematic presentation of the subject, based perhaps on a very simple text-book, is required. Biography in this year is also of great importance, but the starting point is the event and not the man. Geography is of much greater importance than in 5B and must be constantly emphasized. But the constitutional development should be left largely to the eighth grade, when the pupil will have greater maturity and some knowledge of English history, so necessary to understand it. The work of the sixth year should give a connected account of the events of American history properly correlated with the geography. In the eighth year more advanced work can be done. In the colonial period emphasis should be laid on the

different forms of government, their connection with English antecedents, and their practical working. The correlation with English history should be kept constantly in mind. In the study of the Revolution, the formation of the state governments and the workings of the general government under the articles of confederation should be emphasized. In treating the period from 1789 to the present time the development of the great political parties is of the greatest importance, especially to the beginning of the Civil war. The constitutional aspects of the Civil war and the economic effects of the abolition of slavery should be emphasized.

Grade 5A.

Local History.—Certain regular lessons are to be devoted to local history and monuments, but this work should be correlated with the general history. Reference should be made, whenever possible, to the aspects of the history of the nation, illustrated by local monuments.

Historical and biographical narratives are taken from Oriental and European history. Typical names are suggested, but it is not presumed that all can be considered in a half year. Only a brief sketch of those studied is expected. Those which are considered of greatest importance in the periods covered for the purpose of this course are quoted:

China, "Confucius;" India, "Buddha;" Egypt, "Rameses II.," "Cheops;" Assyria, "Sardanapalus;" Babylonia, "Nebuchadnezzar;" Hebrews, "Moses," "Solomon;" Phœnicia, "Hiram;" Greece, "Jason," "Hercules," "Homer," "Achilles," "Ulyses," "Theseus," "Lycurgus," "Delphic Oracle," "Olympic games," "Solon," "Marathon," "Thermopylae," "Salamis," "Socrates," "Alcibiades," "Demosthenes," "Alexander;" Rome, "Æneas," "Romulus," "Cincinnatus," "Pyrrhus," "Hannibal," "Cato," "The Græcchi," "Cæsar," "Spartacus," "Cicero," "Nero,"



Colonnade of the new Rock Island High School.

"Pompeii," Constantine; Europe in medieval times, "Attila," "Nibelungenlied," "Clovis," Augustine, "Mohammed," Charles Martel, "Charlemagne," Roland, Peter the Hermit, "Barbarossa," Rienzi, "The Black Prince," "Joan of Arc," Marco Polo, Vasco da Gama; Europe in modern times, Galileo, William the Silent, "Gustavus Adolphus," "Peter the Great," Frederick the Great; the French revolution, "Napoleon," Garibaldi, Kossuth, "Bismarck."

Grade 5B.

Only a brief sketch of the persons and events indicated as the work for this grade is expected.

Columbus, De Soto and the discovery of the Mississippi; John Smith, the Virginia adventurer; Miles Standish, the Puritan soldier; William Penn and the Quakers; La Salle and the French control of the Mississippi; Wolfe and the overthrow of New France; Benjamin Franklin, inventor and diplomat; Washington, the French and Indian war and Trenton; Paul Jones and the navy; Lafayette and French aid; Benedict Arnold, the traitor; Nathan Hale, the patriot; Daniel Boone, the pioneer; Lewis and Clarke, explorers; Jackson at New Orleans, Perry at the battle of Lake Erie, Scott and the Mexican war, John Brown and Harper's Ferry, Lincoln and the opportunities in a democracy, Grant and Vicksburg, Sheridan, Farragut and Mobile bay, Dewey and Manila bay. Industrial Development—Fulton and the steamboat, Eli Whitney and the cotton gin, S. F. B. Morse and the telegraph.

Local History.—Stories of New York under the Dutch and English, the first settlement on Manhattan island and on Long Island, Peter Minuit and the purchase of Manhattan

island, Peter Stuyvesant, industries and customs of the Dutch, city limits in 1664, the Bowery, Harlem.

Historic Places, Buildings, and Monuments in and About the City of New York.—Bowling Green, Fraunces Tavern, Trinity, St. Paul's, and St. Mark's, Wall street, Flatbush.

Grade 6A.

Only a brief sketch of the persons and events indicated as the work for this grade is expected:

1. The Indians: Location of important tribes; stage of civilization.

2. Discovery and Exploration (1492-1607): (1) Causes; trade routes; mariner's compass; spirit of adventure. (2) Spanish: Columbus, Americus Vesputius, Balboa, Ponce de Leon, De Soto. (3) English: The Cabots, Drake, Raleigh. (4) French: Verrazano, Cartier, Champlain, La Salle, Marquette. (5) Dutch: Henry Hudson.

3. Period of Colonization (1607-1733): (1) Causes of emigration, (a) misgovernment; (b) religion; (c) economic; desire for gold or land; (d) love of adventure. (2) The country settled, geography, climate. (3) The colonies; causes; character of settlers; slavery; self-government; New York, emphasis given to local history.

4. The struggle for existence: King Phillip's war; massacre in Virginia; Pequot war; early French wars; massacres; Deerfield; Haverhill; Jesuits; the five nations.

5. English supremacy; comparison of French and English settlements, in extent of territory, population, industries, treatment of Indians; chief events and results.

6. Colonial life: industries; means of communication; social life; schools and colleges; religious persecutions.

7. Revolution: causes; statesmen, Otis, Samuel Adams, Franklin as diplomat, John Adams, Thomas Jefferson, Patrick Henry. Chief

events: Emphasis should be given to the part taken by New York in the Revolution; attention should be called to monuments and historic places.

8. Internal discord.

9. Adoption of constitution compared with articles of confederation in organization, taxing power, and control of commerce.

Grade 6B.

The administration should be studied in sequence and the chief events only should be studied. The syllabus simply divides the course into periods and calls attention to points and movements to be specially emphasized. The periods are: The young republic (1789-1812), war of 1812, period of growth (1815-1845), slavery question, Civil war, period of industrial growth, expansion.

Grade 7A.

Great care and good judgment should be exercised in selecting topics for study. Many of the following should receive very brief treatment. Greater attention should be given, relatively, to the narrative aspect of English history than to the institutional, social, and industrial phases. Lessons that cannot be studied by the pupils should, at least, be read.

Three-fold aspect: (1) Narrative; (2) institutional; (3) social and industrial.

1. On its narrative side the following periods should be considered:

(1) Roman Britain and Saxon England (55 B.C.—1066 A.D.). The chief characters: King Arthur, Alfred the Great, and Canute.

(2) England under the Normans and Plantagenets (1066-1485). These characters are intimately associated with the history of this period: William the Conqueror, Gregory VII., Henry II., Thomas à Becket, Richard the Lion Heart, Edward I., Edward III., Edward the Black Prince, Wallace, Bruce, Joan of Arc, Chaucer, and Caxton.

(3) England under the Tudors (1485-1603). During this period England touches America, and also comes in vital contact with the continent. The exploits of the following are to be studied: The Cabots, Raleigh, Drake, and Frobisher. This, also, is the period of the Revival of Learning and of the Protestant Reformation. Instrumental in bringing about these changes were Colet, Erasmus, More, Luther, Henry VIII., Wolsey, Edward VI., and Elizabeth. The following names stand for the literary development of the latter part of this period: Shakespeare, Spenser, and Bacon.

2. On its institutional side this period, as a whole, may be briefly considered: (1) In its political and governmental aspects the following topics are of importance: Anglo-Saxon self-government as seen in the early Saxon village; the town meeting, the town officers; the Witan and the elective kingship; representative government developed in the Saxon Witan, the Norman Great Council, De Montfort's Parliament of 1265, and the model parliament of 1295. (2) Religion and the church.

3. A very brief treatment of social and industrial England before 1603 under the following topics: Feudal system, rural life, town life, trade and commerce, passing of serfdom, beginning of English manufactures, the beginning of native commerce.

Grade 78.

Emphasis should be placed on the narrative aspect of English history. Lessons that cannot be studied should at least be read.

1. England's narrative history lends itself most easily to dynastic periods: (1) The House of Stuart. This period marks the beginning of the colonial and commercial expansion of England in both the new and old world. (2) Period of the Commonwealth and Protectorate (1649-1660). The struggle between the king and parliament ended in the supremacy of parliament and the execution of the king. Wars with Ireland, Scotland, and Holland. (3) England under restored Stuarts (1660-1688). Control extended. Grants of Carolinas, New York, and Pennsylvania by the crown. Close relations established with France. (4) The Orange-Stuart period (1688-1714). England was closely connected with the continent. Wars of the Palatinate and Spanish succession. (5) England under the Hanoverians (1764). The act of succession established the new dynasty. The principal wars of this period were waged to extend or to defend England's colonial empire or her commercial power. Points of especial importance are Berlin and Milan decrees; Sepoy rebellion; Monroe doctrine; war of 1812 with America; abolition of slavery; the Trent affair; Alabama claims. The chief names of this period are Walpole, Hastings, Clive, Wellington, Peel, Cobden, William Pitt the younger and the elder, Disraeli, and Gladstone. Important dates are 1660, 1688, 1689, 1707, 1800, 1815.

2. A very brief treatment of institutional England, from 1603: (1) Political and governmental development: Important here are the doctrine of divine right, petition of right (1628), the triennial act, the long parliament, the commonwealths and the protectorate. Along with the development of cabinet government should be presented the evolution of government by the people in the extension of suffrage, effected by the reform bills of 1832, 1867, 1884. The Chartist movement. A comparison of the powers of the king, cabinet, and parliament should be made with those of the president, cabinet, and Congress. (2) Institutional England on its religious side may be studied under the following topics: The Anglican church of the restoration, the Puritan reaction, repressive acts of the cavalier parliament, Covenanters, rise of Methodism, and disestablishment of the Irish church.

3. A very brief treatment of social and industrial England since 1603. This phase may be presented under the following topics: (1) Economic changes of the seventeenth and eighteenth centuries. (2) Industrial revolution of the nineteenth century, including mechanical inventions and applications of steam. (3) Organization of labor and of capital. Literature of period: Tennyson, Scott, Dickens, Thackeray.

Grade 8A.

I. Discovery and exploration. Review and expansion of the work of 6A. Stress should be laid on European conditions leading to exploration.

II. Colonial period: Review of the work of 6A. Government in the colonies (cf. New France). Social and industrial life. Religion, early persecutions, growth of toleration (cf. England). Overthrow of New France; growth of England's colonial power traced.

III. Revolution: Review of growth of English constitution; Magna Charta; representation of the commons, parliament's control of taxation and the Bill of Rights. Democracy in the Colonies. English legislation restricting commerce; repressive measures. Revolution organized; Samuel Adams and committee of correspondence; Congress. Events of the Revolution. Weakness of Congress; paper money.

IV. Failure of the confederation, Ordinance of 1787. Constitution Comparison of the three documents and the Bill of Rights.

V. Civics. The Constitution: Its preamble, the three functions of government.

Grade 8B.

I. Nationalism vs. State Sovereignty (1789-1865). Political parties. Growth of territory. National banks; tariff legislation. Slavery; State's rights. Civil war; effect on power of national government; abolition of slavery; economic effects.

II. Reconstruction. Negro suffrage; recent constitutions; effect of court decisions on fourteenth and fifteenth amendments.

III. Economic progress: Population; growth of cities; immigration. Greenbacks; silver coinage. Manufacturing and commerce. Inventions and discoveries.

IV. Leaders in statesmanship, literature, science, and art.

V. United States as a world power. Spanish war; foreign possessions; Monroe doctrine; Venezuela. Influence on world diplomacy; China; Hague tribunal.

VI. Civics. Amendments to constitution. New York state government, the three functions. City government; administrative officers and duties.

The Rock Island High School.

The Rock Island High school building was completed and occupied in September, 1902, built upon the location of the structure destroyed by fire in February, 1901. The new building is modern in all respects and well-equipped in all its departments. Supt. H. B. Hayden and Prin. J. F. Darby were delegated, when the plans of rebuilding were undertaken, to advise with the architect to the end that the building should be educationally serviceable as well as architecturally correct.

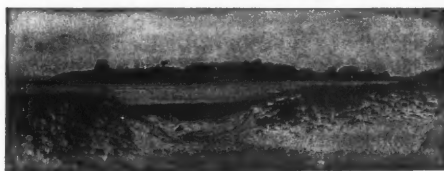
The building stands upon a street corner in the residence part of the city and occupies, with adjacent ground, one-half of an entire block, the other half being occupied by a very complete grammar school building. The high school building is in the form of a letter L, extending 165 feet and 176 feet, respectively, along its two fronts, and the two wings are severally 82 feet and 98 feet deep.

The basement, or ground floor, contains manual training room, basketry room, gymnasium, boys' bath room, bicycle room, lunch room, and toilet room; the same accommodations for girls; heating plant and store-rooms. On the first floor are the offices of the board of education, superintendent, and principal; laboratories and lecture room; commercial room, drawing room, and classrooms. On the second floor are the assembly room and auditorium, with seating capacity for nearly 800; library, and recitation rooms. The corridors are equipped with individual lockers for all pupils, thus obviating the necessity of coat-rooms.

The building is of stone to the first floor line and above that of brick with stone trimmings. The exterior is given a simple, classic, architectural effect, the stone porches with colonnade effect being the chief ornamentation. The building thruout is wainscoted and finished in oak, with metal ceilings painted in harmonious tints. Rooms and corridors are large and commodious. The building, with heating and ventilating apparatus, and plumbing, furnishing and equipment, cost about \$125,000, and is counted as one of the best in the state.

This beautiful building is simply one indication of the progressiveness of the Rock Island schools. Superintendent Hayden is making every effort to keep the schools of his city abreast of the best in Illinois, and he is succeeding admirably.

(See illustrations on pages 10 and 23, also the one published last week.



Clark's Island, Plymouth.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JULY 4, 1903.

There are many evidences of the awakening of secular society to the need of self-protection against the enemies of law and order by endowing and maintaining institutions devoted to the extension of opportunities for recreation and the useful exploitation of leisure moments. The free concerts furnished by the city of New York in the parks and the school-houses are attended by thousands, who, for the time, are lifted out of the humdrum of their daily struggle, and away from the pots and kettles of bare existence. The opening of the recreation piers, the extension of the park system to the crowded population centers, the opening of free playgrounds—all these speak volumes for the growth of the healthy social conscience as regards the human need of play. The one thing that is lacking is the gathering up of the reins of responsibility in one institution, and that institution is rightfully and logically the common school. Not that the school is to furnish all means of social recreation, nor that alone it is to direct social co-operation, but it is to be rather a clearing-house for the various endeavors aiming at the enlistment of every individual in the promotion of the common welfare. The movement is under full headway. What are you doing to help it along?

Shall He Continue?

The school year has come to a close, and while 100,000 are making efforts to find places in the educational field, a number almost as large is ready to leave it. We shall refer here only to those who have tested the work, and find in it or themselves reasons for abandoning it. There are men and women who occupy reasonably good positions who are thinking seriously of giving them up, not because they have other work in view more immediately remunerative, but because they do not think the work is one "to grow old in."

Letters are before us from a number of such persons, and they deserve an answer. Here it is. Of course, the immediate circumstances cannot be judged; only the general principles can be dealt with.

(1) There are those who receive a moderate salary and see no indications justifying expectations of much of an increase as the years go by. The majority of these are in villages or country districts, where the amount to be expended is limited. There seems but one way open, and that is, preparation for a more remunerative position and the employment of means to obtain one. To all these we suggest that there are many agencies which make it a business to place teachers and which may be of invaluable aid to those who are worthy of higher salaries.

We cannot emphasize too strongly the point that the teacher from the moment he begins to teach others should begin to teach himself. The "standstillers" is altogether too numerous in the educational world. No one can be aided who cannot aid himself. The "agencies" fight shy of those whose records show indifference to intellectual and professional progress. They do not undertake to aid all who apply to them; they know too well the result of sending a slow, lazy, inactive, self-satisfied client into a place; they will receive no further business from that quarter.

Let us suppose the teacher is receiving \$50 per month and feels sure he is worth \$75. He addresses himself to a reliable and able agency. Oftentimes the "form" he fills out tells the story of his ability in too meager a way. He should have had his school visited by persons whose names carry weight, and obtain from them statements of their opinion concerning his ability. The different points of view represented, and the varying em-

phasis of particular points will enable the reader to obtain a pretty clear idea of the man. Several copies of these, typewritten if possible, and deposited with the agent for him to submit to officials, will do good service. It may be safely asserted that there are enough \$750 places waiting for all the competent teachers who are now drawing only \$500 a year.

A few words must be said as to the "political" influences the ambitious teacher finds in operation. It is not too much to assert that in many cases these influences are of a highly disreputable character. For instance, a letter came to us a few days ago telling of a county where a vacancy offering exceptionally good pay was bargained away by the county superintendent to a man whom he knew to be only moderately qualified, but had relatives who might aid to keep the superintendent in office. The number of such flagrant instances of wrongdoing is unfortunately large. It is indeed painful for an able man to see positions manipulated after this fashion. Politics of this kind ought to be eliminated from public school education; it is wrong in that it sacrifices the influences of the children to selfishness.

(2) There is a class of teachers who ask the question, "Shall we continue to teach?" They are usually persons possessing a good education; they find the work not too hard, but too monotonous; it seems to them to be a petty, mechanical, and tiresome business. They look forward, and only a principalship worth \$1,000 per year is in view. They see that the druggist who mainly has a blue bottle in one window and a red one in the other, is the owner of a house and lot, and above all, is not to be upset in business at the whim of one or two men who possess the power for a brief period.

Teaching is a worthy life work; there is monotony in it, and so there is in measuring off yards of cloth or weighing out pounds of sugar. But no other work has such opportunities for usefulness, and surely that is an element that must be reckoned with. The teacher who has done his duty faithfully, at the end of one year or at the end of ten years can feel he is worthy of the words, "Well done, good and faithful servant."

There are great opportunities for growth in it if he will avail himself of these; he may be the scholar or the well-informed man of the community; he may be the right-hand man of the clergyman in the church; he may be the leader in intellectual advancement. We have in mind a man who became dissatisfied and was about to give up teaching and enter a railroad office; he was asked to investigate the position such employees held in the community and compare it with that he had won; to compare also the opportunity he had for advancement with theirs; above all, to ask himself whether the results of the new work would satisfy his conscience as well as the old.

It cannot be denied that there are serious drawbacks in the teacher's profession; but do not some exist in all kinds of work? We shall not counsel a single one to continue teaching who had just as lief do something else. If he can say he loves to teach, let him pause and consider well. We have in mind a man who, at the age of eighty, as a physician of considerable standing, said, "the mistake I made was in giving up teaching; I was happy in that." This is the counterbalance to the perplexities that arise. Teaching does yield happiness.

Let these few, hastily written lines be the poor answer we make to the many letters, some pathetic enough, that come to us at this season of the year asking advice on a momentous matter.

A Life Lesson in Civics.

Commencement programs galore have come to the editor's desk during the gala days that marked the close of the schools. Of them all the one that accords most closely with the ideas for which THE JOURNAL has worked so earnestly—namely, making the school a place of preparation for citizenship, comes from the high school

at Elyria, Ohio. Mr. W. R. Comings is the superintendent of schools.

The exercises occupied two evenings, and the programs were in two parts, on entirely separate sheets. The first part was headed "National Convention of the Reform Party for the Year 1928." Then followed a list of the delegates to this convention, one supposedly coming from each state of the Union—including those which are really territories as yet—and also delegates from Costa Rica, Cuba, Guatemala, Hawaii, Nicaragua, the Philippine islands, and Porto Rico.

The second part contained the program of individual parts. It read as follows:

FIRST NIGHT.	
Mabel Wilkins } Nettie Fowl }	Instrumental Music
Julia Wieland	Invocation
William Miller	Introduction
Percy Craine	Welcomes the Convention
Lida I. Balcomb	Names Temporary Chairman
Leland E. Phipps	Inaugural Remarks
Mary Garretson	Elected Temporary Secretary
	Elected Sergeant at Arms
	Offers a Resolution Recognizing Proportionate Number of Women on Committees.
Edith A. Longbon	Supports and Seconds the Resolution
Charles M. Campbell	Opposes the Same
Kendall K. Mussey	Amends with a Conciliatory Speech
Frances Daniels	Double Quartet Music
Carlotta Dengate	
Alma Hoyt	
Lucy Freese	
Anna R. Gould	
Cassie E. Johnson	
Ethel M. Millis	
Lyllian M. Tyler	
Leona M. Heldmyer	
	Pianist
Harold M. Olds	Reports for Committee on Credentials
Hazel D. Prindle	Opposes the Adoption of Report
Alice M. Eastman	Upholds Her Claim to a Seat
Helen Sherwood	Upholds Her Claim to a Seat
Committee on Permanent Organization Reports Naming:	
Charles L. Schnuerer,	Chairman
Margaret Edwards,	Secretary
Nettie Fowl,	Assistant Secretary
Charles L. Schnuerer	Makes Inaugural Address
Frank M. Phelps	Speech on Condition of Country
Roy J. Durkee	Speech Favoring Reduction of Army
Oleo E. Chapman	Speech on the Educational Question
Carrie B. Ebert	Speech on our Colonial Relations
Ruth E. Pounds	Speech on Solution of Servant Girl Problem
Jay R. Brown	Speech Reviewing Political Issues
SECOND NIGHT.	
Mabel Wilkins } Nettie Fowl }	Instrumental Music
Frank M. Phelps	Reports for Committee on Platform
Mildred K. Moysey	Amends to Insert Plank on Coinage, Weights, and Measures
Maude B. Denham	Favors and Seconds the Amendment
Lena Diedrick	Amends to Strike out Coinage Clause
Nellie J. Wilford	Favors the Plank as Proposed
Mary J. Eldred	Opposes Forestry Plank as Reported
Pearl A. Wilson	Also Opposes the Forestry Plank
Ada Lounsborough	Favors the Plank as Reported
Anna O. Hoffman	Proposes a Plank on Spelling Reform
Louis L. Gaudern	Favors the Same
Daisy L. Wilder	Nominates a Candidate for President
George H. Sage	Favors and Seconds the Nomination
Anna C. Coghlan	Nominates a Candidate for President
Lena E. Hurst	Nominates a Candidate for President
Harry Barnum	Nominates a Candidate for President
Ethel B. Hancock	Nominates a Candidate for President
Margaret E. Edwards, Sec'y,	Calls the Roll of States for Vote
Address by Nominee and Music	
George M. Day	Nominates a Candidate for Vice-President
Cora M. Endle	Nominates a Candidate for Vice-President
Harry F. Thompson	Nominates a Candidate for Vice-President
Mabel V. Rhodes	Address
Clark C. Williams	
Charlotte H. Brooks	
Sue J. Patrick	
Agnes C. Shute	
	Congratulates the Nominee
	Pledges Fidelity and Support
	Proposes an Independent Ticket
	Opposes and Urges Harmony
	Music
Appointment of National Committee	
Diplomas	
Class Song	

(All the names on the program are those of members of the class.)

The splendid lessons in civics given to the pupils thru preparation for this unique commencement exercise, and to their parents and friends on the evenings when the program was carried out, is self-evident. The possibilities in such a program will suggest themselves to teachers and superintendents.

There are numerous occasions when these possibilities could be taken advantage of, aside from commencement days.

Work of the Educational Alliance.

The fact that the Educational Alliance is doing a grand work for the Jews of the East side of New York city is generally recognized. Just the character of that work is not so generally known. Extracts from a talk given recently by Dr. David Blaustein will therefore be of interest:

"The Educational Alliance," said Dr. Blaustein, "is situated in a locality which is mainly Jewish. The people come from Russia, Roumania, Galicia, and Hungary and find it very difficult to understand American institutions. They do not understand what it means to elect public officials, and they take as absolute truth the abuse heaped upon candidates at election time. They read in one paper that such and such a candidate is a rascal, and in another that his opponent is equally bad, and no matter which one is elected, it is impossible that they should feel any respect for him.

"They do not understand compulsory education. They have been accustomed to fight for the education of their children, and it takes them some time to realize that they are obliged to send them to school in this country. When they do begin to comprehend this they are inclined to believe that the government has adopted this course with some hostile intent. Governments have always been to them objects of suspicion, and they do not understand government for the welfare of the governed.

"They do not understand the position of women, nor a state of society in which children have opportunities to earn money and be independent of their parents. They have lost control of their children, and the education given to the latter places a gulf of centuries between them and their parents. The consequence is a tragedy as great as any that has ever been enacted in human history, and many of these adult Jewish immigrants have cursed Columbus for discovering America.

"At the Educational Alliance," Dr. Blaustein continued, "we are trying to do something to solve the problem, and the hopes for the future are very bright. There will be no more animosity about religious views among the children of these immigrants, and the anarchist cannot bring up his child in his own belief.

"One of the most important classes at the alliance is that for immigrant children, who are thus able to learn the language and acquire a few American ideas before going to the public schools. We have illustrated lectures in American history and geography for the older people, and we have classes in physical culture, art and music, subjects which have been neglected by the Jews for centuries. We do as much as possible to develop the social instinct, which has been almost lost by disuse among these people, and the alliance has become the parlor of the neighborhood."

A Happy Idea.

A program decorated with a dainty sketch in water color comes from the Trenton, N. J., high school. Mr. W. A. Wetzel writes from the school as follows: "I thought you might be interested in seeing how we prepared our Class Day Programs for the school year just closed. Heretofore the classes used to spend from eighty to one hundred dollars for programs. This year we prepared the covers in the drawing room, and had the printing done in town at a slight expense.

"The money that would otherwise have gone to Class Day Programs was used to purchase a beautiful copper panel nine feet long and five feet wide, entitled, 'Men Who Have Made Our Country Great.' This panel was given to the school by the senior class."

Letters.

German in Elementary Schools.

I am glad to see Dr. Maxwell is not yielding to the clamor of the politicians in their trying to introduce the teaching of foreign languages, in this case German, into the common schools. I am a German-born citizen myself and therefore regret all the more that the Germans of New York who, as Germans, ought to know better what our schools need or what methods of teaching are best, than to insist on tacking a foreign language to the already overcrowded curriculum of our schools. German, or any other foreign language, in the common school-room, would be an exotic plant planted in an uncongenial soil, which would require a good deal of energy and money to nurse and keep alive, without doing much, if any, good after all.

I remember very well the same agitation thru the Middle Atlantic states, thirty-five and more years ago, by the Germans, for German in the public schools. I was not in favor of it then and am not now. In many schools German was introduced, was dragged along by main force, then the interest flagged, and after creating much bother to the school authorities it died a natural death without doing any practical, or lasting good. It was a fish out of its element. The only lasting result was a good deal of friction in the communities, misunderstanding, and ill-feeling between Germans and Americans, and loss of confidence and good will by the people for the Germans. And at that time our common schools were in much better condition to absorb another subject into the curriculum.

I came to this country as a poor mechanic, to work off my passage money, and have had a good deal of success, not in acquiring money,—for, while comfortable, I am not "well off,"—but, in acquiring an honored position in the scientific and educational world. However, what helped me to thus enjoy life was not the command of the German language, as a mere possession of such a language, but the industrial education I received as a boy and young man gave me my opportunities, and these opportunities to enlarge and build upon the German language, as a vehicle of scientific and literary thought, became helpful. Without that solid foundation of industrial training the mere ability to speak German would not have helped me anything, except as an accomplishment in social intercourse. But our schools cannot waste time nowadays to teach accomplishments.

The Germans of New York cheat themselves and their children if they think the acquisition, in the common school, of a few fragments of German by their children who, being American born, lack those characteristics and environment which makes the Germans what they are, will be of any cultural benefit to them, without the solid foundation of that industrial training which makes the German so valuable to our country. Without that foundation the study of the German language will be to them like a knife handle without blades, a watch case without a mechanism. The high schools and evening schools are the proper place to learn foreign languages by those who do not go to college. When I began agitating for manual training and kindergartens in 1869 it never occurred to me once to insist that a superstructure could be built without a foundation, that the acquirement of a foreign language as a mere accomplishment would come before the necessary disciplining of the mind, which alone could make the possession of that language valuable.

Altoona, Penn.

P. KREUZPOINTNER.

Success and College Education.

R. T. Crane, a Chicago millionaire and business man, has issued a second and revised edition of his monograph on the utility of an academic or classical education for young men who have to earn their own living and who expect to pursue a commercial career. It is

called an investigation and contains the opinions of many college authorities, some college graduates, and a number of business men. It has been suggested that Mr. Crane selected his business men with the purpose of proving his belief. However that may be, it is obvious that he started out with the thesis that a college education is financially a bad investment and he has twisted his facts to prove it.

Some of his logic is particularly weird and his lack of toleration of the "college clique" is always evident.

But even if Mr. Crane had proved that a college education does not bring increased financial returns, to the satisfaction of college men, they would probably hold for the benefits of the education just the same.

For the man who really derived benefit from his college course, there ought to be something of greater importance in this world than mere money getting. The materialism of the age is appalling to the thinkers of the times, and all thinking men must recognize this.

Thus Mr. Crane's contention, even if true, should not influence the man of brains in the least. Mr. Crane's "investigation" is merely another exhibition of the tendency to use money as a yard stick. Perhaps, however, such a state of affairs is but natural in a country where to desire peace is unpatriotic and the ideal to attend cow-boy breakfasts and ride wild horses.

E. G. R.

Miss Goggin Appeals to the Mayor of Chicago.

To the Honorable Carter H. Harrison, Mayor of the City of Chicago:

Dear Sir—As one of the parties to the suit in court popularly known as the "teachers' salary suit," I desire to call your attention to some features of the matter in question which may or may not be known to you.

In the first place, the work for more equitable taxation begun by the Chicago Teachers' Federation in January, 1900, was undertaken in good faith and absolute reliance on the statements that nothing but lack of revenue had prevented the board of education from putting in force the schedule of salaries adopted in March, 1898, and partially enforced that year.

It is a matter of public knowledge that the additional revenue secured by the work of the federation has greatly benefited every department of the city and has resulted in better conditions for every employe, except that class thru whose efforts this additional revenue has been secured.

Every other obligation of the board of education for the year 1900, except the sums due the teachers, was met, and it was only fair to suppose that the additional revenue paid in to the city treasurer last July would be devoted to satisfying this obligation, and it was only when the board proceeded to ignore this debt that legal steps were taken to secure for the teachers that which they believe justly belongs to them.

Since the institution of this suit last July, twelve postponements have been secured by the board of education, and it seems to be its policy to wear out the patience of the teachers and discourage the litigation by dilatory measures.

There is no desire on the part of the teachers to deprive the schools of the use of this money, if it is decided that they (the teachers) have no legal claim, tho a hostile press continually seeks to make it appear that the teachers are arrayed against the board of education, and not merely endeavoring to obtain the payment of a debt long due.

Last November, in response to a letter from the Rev. Dr. Lawrence, the federation voted to agree to submit the matter to adjudication under the "Tuley Law." The board of education did not accede to Dr. Lawrence's request.

The recent election emphasizes the confidence which the general public places in Judge Tuley, and the few reversals which his decisions receive in the supreme court testify that this confidence is merited.

I write, therefore, to ask that you secure the consent of your board of education to a speedy settlement of this litigation under the "Tuley Law" and before Judge Tuley, in order that the teachers, if it is found they are entitled to it, if not, that the board of education may enjoy this portion of the result of the federation's work.

Very sincerely yours, CATHERINE GOGGIN.

Death of Major Pond.

Major J. B. Pond, manager of the famous lecture bureau whence educators as well as speakers from other walks in life were so many of them supplied with audiences, died June 21. He was born in Cuba, N. Y., in 1838. He served in the Third Wisconsin during the Civil war, and was later engaged in mercantile pursuits in various Western cities.

Major Pond was very tall, and he wore a long gray beard. He was always in happy humor and he was widely known as the "genial Major." Three years ago he issued his book "Eccentricities of Geni's," in which he told of his experiences in taking famous men about the world.

Prosperity in Porto Rico.

Porto Rico had splendid Flag day celebrations all thru the island. Fifteen hundred flags were carried in the procession of the San Juan school children. The "Pearl of the Antilles" is in most prosperous condition. Exports from the United States to the island for the year 1903 will amount, it is estimated, to about \$12,000,000. In 1898 we imported goods from Porto Rico to the cost of \$2,400,000; this year we shall import five times as much—in other words, our trade with this small island is almost as large as our trade with the empire of Russia.

A High Speed Train.

A new type of express train is to be tested, within the next few months, on the experimental railroad built by the German government. The train, according to the specifications, must maintain a speed of 74½ miles an hour, for three consecutive hours.

The entire train, including the locomotive, will be en-

closed in a shell of sheet steel, jointed to secure flexibility in rounding curves, and presenting no projections which may catch the air. The front of the engine will be wedge-shaped, and the wheels will all be enclosed as much as possible within the protecting sheath. Steam will be the motive power, as electric motors at high speed cause great strain upon the track.

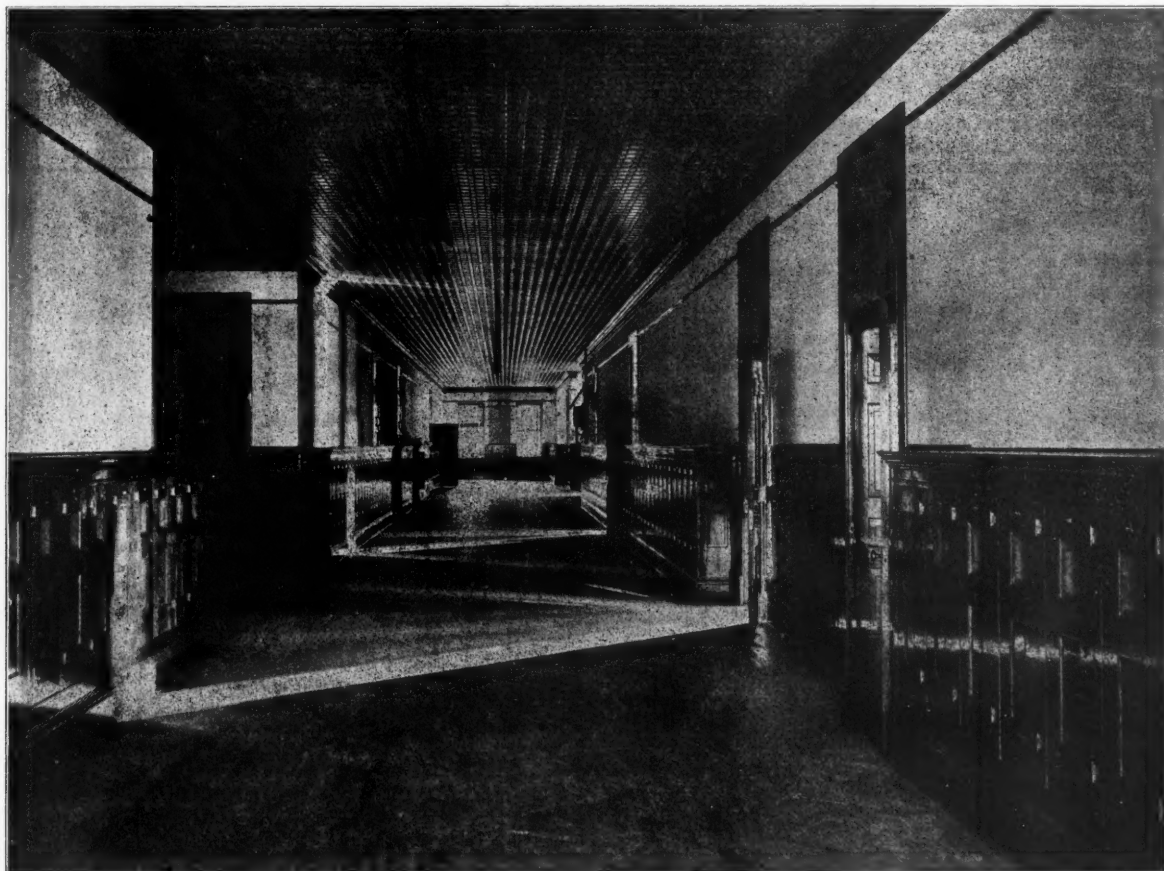
Brown's Example.

"There," said Brown, with a shake of his head, "I've painted the house and the barn and the shed! The fence has been fixed, and the lawn's been mowed, But I do wish the town would fix up the road. It's a shame, I call it, just plain and flat, That we have to drive over roads like that! I'll wait no longer, I'll start to-day And fix my part of it, anyway."

Now Brown was one of those fellows who, When they start a thing, just "rush it thru." And a week or two later as Neighbor Jones Was driving home with his pair of roans, Brown's road was dry, while his own, next door, Was mud to the depth of a foot or more. "By George," said Jones, "I'll let Brown see That I can build roads as well as he."

Now Neighbor Smith, who lived below, Saw Jones repairing his road and so He fixed up his, to be "in the game," And Neighbor Robinson did the same. And soon every householder in town Was trying his best to "beat out Brown." And now, when the town committee meets To talk of roads, they call them "streets."

The moral this tale to the reader brings Applies to roads and other things. Reforms, like snowballs, will keep on growing If somebody only sets them going.—*Farmers' Voice.*



A Corridor of the new Rock Island High School. [See description on page 13.]

Recent Legal Decisions.

Compiled by R. D. FISHER.

Purchase of School Supplies.

The Indiana law on this subject is leading to considerable trouble, caused, to a large extent, by the failure of dealers in school supplies to take notice of the law under which these may be sold or contracted for. In a recent case a firm sold some school furniture to a township in Knox county, and accepted the notes of the township trustee in payment. The goods were received and used by the schools. When the notes came due the original trustee had been succeeded in office and his successor refused to pay the claim on the ground that the purchase was made in an illegal manner.

A suit was instigated and the appellate court held that no recovery can be made on goods sold without the contracts being let by the advisory board, altho the notes have been executed by the trustee of the township and the supplies accepted and used.

Separate Schools for Colored Children.

The supreme court of Kansas has decided that the Topeka board of education may maintain separate schools for white and for colored children and compel the negro children to attend the negro schools. This case originated thru a colored man's taking his son to the white school, where he was barred out. Mandamus proceedings were brought against the school board to compel it to admit him. The courts held that the board could not be compelled to allow the boy to enter the schools for white children.

Teachers' Wage Law Invalid.

Indiana teachers are alarmed over the possibility that the minimum wage law will be declared unconstitutional. This would be the result of the line of reasoning followed by the supreme court in holding unconstitutional the law providing that unskilled labor employed on public works by counties, cities, or towns, or by private corporations or persons having contracts with municipal corporations should be paid not less than twenty cents an hour. This decision was on the ground that it interfered with the liability of contract and was class legislation.

The court held that it would be as reasonable for the legislature to fix the minimum price which counties, cities, and towns should pay for bricks as for labor. They cannot be compelled by an act of the legislature to pay for any species of property more than it is worth, or more than its market value at the time and place where it was contracted for. This ruling applied to the teachers' new daily wage law would surely overthrow it. The law provides that the general average obtained in an examination for license by a teacher without previous experience shall be multiplied by two and a quarter cents to make the daily wage; that the general average of a teacher with one or more years' experience shall be multiplied by two and a half cents, and that the general average of a teacher with three or more years'

experience shall be multiplied by two and three-quarters cents. Suits have already been commenced to test the constitutionality of the law.

Suspension of Schools.

An Arkansas statute gives the electors of a school district power to determine at their annual meeting whether or not they will have a school for the ensuing year. The courts have decided that this statute gives the voters the power to vote the revenues of any year for the building of school-houses, and to suspend the school for the same purpose.

Contract for School Apparatus.

A salesman of school apparatus induced a majority of the members of an Iowa school board to sign a contract for the purchase of school supplies and apparatus. Each member signed the contract separately and without consultation with the others. No deceit was used in obtaining the signatures of the various members. The supplies were accepted and used by the district, but when payment was demanded the district refused to settle.

The matter was at once taken into the courts. The courts held that even if the circumstances attending the execution of the contract rendered it opposed to public policy, the acceptance and retention of the benefits by the district prevented it from taking advantage of such objection.

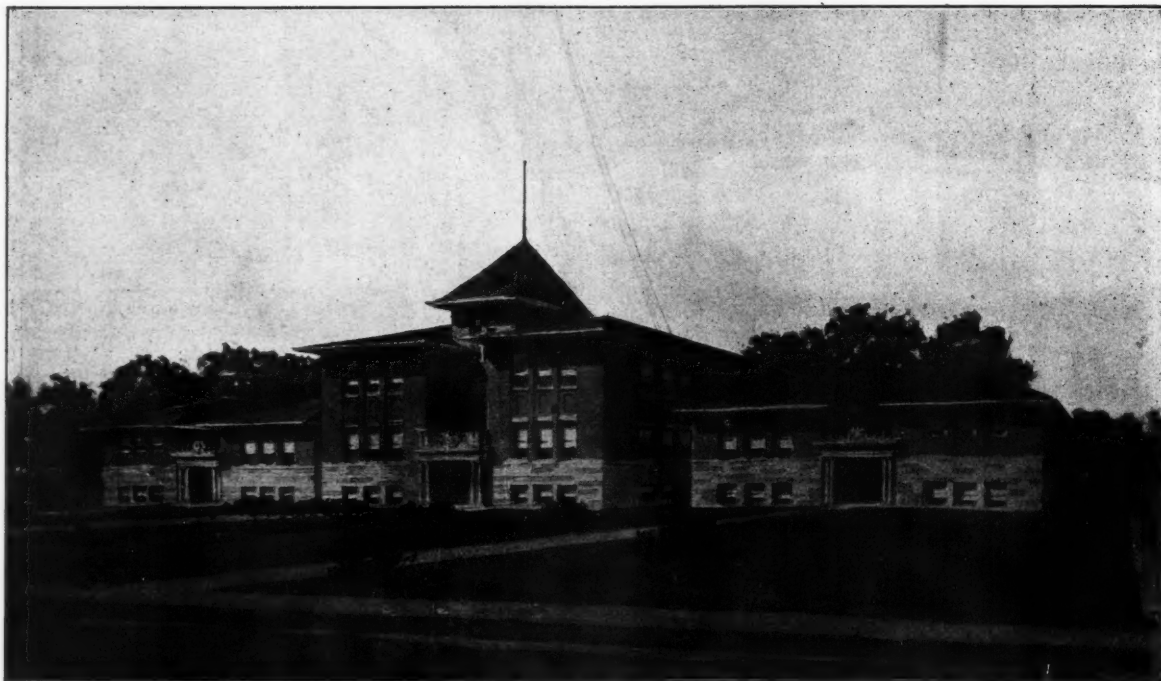
The court held in addition that an agreement, signed by a majority of the school board of a township, to purchase and pay for certain school supplies, provided a majority of the members sign the agreement, is the contract of the township and not the individual contract of the members who signed it.

Better Take It Yourself.

During 1903-04 the school board issue of THE SCHOOL JOURNAL will be on file with the secretaries of all the leading school boards of education. Here are the lists for New York and Illinois:

New York.—Albany, Albion, Amsterdam, Auburn, Batavia, Bath, Binghamton, Brockport, Brooklyn, Buffalo, Canandaigua, Catskill, Cattaraugus, Cohoes, College Point, Corning, Cortland, Dansville, Dunkirk, Edgewater, Elmira, Flatbush, Flushing, Fulton, Geneva, Glens Falls, Gloversville, Goshen, Gouverneur, Green Island, Greenport, Haverstraw, Hoosick Falls, Hornellsville, Hudson, Ilion, Ithaca, Jamaica, Jamestown, Johnstown, Kingston, Lansingburg, Little Falls, Lockport, Long Island City, Lyons, Malone, Matteawan, Medina, Middletown, Mt. Morris, Mt. Vernon, Newark, New Brighton, Newburg, New Rochelle, Newtown, New York, Niagara Falls, North Tonawanda, Norwich, Nyack, Ogdensburg, Olean, Oneida, Oneonta, Orleans, Oswego, Owego, Peekskill, Penn Yan, Plattsburg, Port Jervis, Port Richmond, Poughkeepsie, Port Chester, Richfield Springs, Rochester, Rome, Saratoga Springs, Saugerties, Schenectady, Seneca Falls, Sing Sing, Syracuse, Tarrytown, Tonawanda, Troy, Utica, Walkill, Waterford, Watertown, Watertown, Waverly, Westchester, West New Brighton, West Troy, Whitehall, White Plains, Williamsville, Windsor, Woodhaven, Yonkers.

Illinois.—Albion, Anna, Aurora, Belleville, Bloomington, Bradwood, Canton, Carbondale, Carlinville, Centralia, Collinsville, Danville, Decatur, East St. Louis, Effingham, Evanston, Freeport, Galeburg, Geneseo, Jacksonville, Joliet, Kankakee, La Salle, Lincoln, Litchfield, Macomb, McHenry, Mendota, Metropolis, Moline, Monmouth, Mt. Carmel, Oak Park, Olney, Ottawa City, Paris, Pekin, Peoria, Peru, Rockford, Rock Island, South Chicago, Springfield, Sterling, Streator, Tuscola, Waukegan.



Augusta Street School, Oak Park, Ill.—Wm. H. Hatch, Superintendent.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Books not Second-Class Matter.

The contention of the post office department that novels and other books published in periodical form were not entitled to second-class mailing rates, was sustained by the court of appeals of the District of Columbia on June 5. The decision was made in the test cases of Houghton, Mifflin & Company, publishers of the "Riverside Literature Series," and the Bates & Guild Company, publishers of "Masters in Music."

This judgment destroys the contention that the postmaster-general is bound by any decision of his predecessors in accepting matter under a certain classification. He is left free to classify the mail according to his discretion.

The court held that a publisher cannot convert a set of books into a periodical publication by giving them a serial name or a literary title and numbering them consecutively.

An Important Copyright Decision.

An interesting copyright decision was recently handed down by the United States supreme court. The decision was in two cases brought by Houghton, Mifflin & Company against other publishers involving the charge of infringement of copyright in the publication of Oliver Wendell Holmes's "The Professor at the Breakfast Table," and Mrs. Harriet Beecher Stowe's "The Minister's Wooing." Houghton, Mifflin & Company were the assignees of the authors in both cases. Both works were originally published serially without being copyrighted, and for this reason the court held that no relief could be granted.

It appeared that the *Atlantic Monthly*, in which "The Professor at the Breakfast Table" first appeared, was copyrighted at the time that notice was afterwards given of the entry of the book for copyright by Dr. Holmes. The court did not, however, accept either of these notices as sufficient, and added:

"While, owing to the great reputation of the work and the fame of the author, we might infer in this particular case that no publisher was actually led to believe the book copyrighted by Dr. Holmes was not the same work which had appeared in the *Atlantic Monthly*, that would be an insufficient criterion to apply to a work of less celebrity.

"It might well be that a book not copyrighted or insufficiently copyrighted by the author might be republished by another in total ignorance of the fact that it had previously appeared serially in a copyrighted magazine. It is incorrect to say that any form of notice is good which calls attention to the person of whom inquiry can be made and information can be obtained, since the right being purely statutory the public may justly demand that the person claiming monopoly of publication shall pursue in substance at least the statutory method of securing it. With the utmost desire to give a construction to the statute most liberal to the author, we find it impossible to say that the entry of a book under one title by the publishers can validate the entry of another book by a different title by another person."

The Educational Trade Field.

The American Colortype Company has issued a handsome brochure which gives an excellent idea of the wide range of subjects that are most effectively illustrated by the colortype process. The illustrations scarcely more than indicate the many lines for which the process is adapted.

The colortype process is no experiment, and the companies forming this corporation have developed it to a practical working basis on an increasingly large scale. To-day they are giving a service unequalled in quality, either in this country or in Europe.

Richards & Company, the well-known school equipment house of East Eighteenth street, New York, have sold their business to Eimer & Amend.

Mr. Edward Merrill, of Maynard, Merrill & Company, has sailed for Europe for a little rest and recreation.

The Prang Educational Company is preparing new drawing books for the Chicago schools. The books are to have no blank pages, and they will contain instructive and helpful material.

Among the recent installations by the Fred Frick Clock Company may be mentioned the public schools of Otsego, Mich.; the Industrial college, Denton, Texas; Kalamazoo, Mich.; St. Thomas, Ont.; Ridgewood, N. J.; Midland college, Atchison, Kansas; University school, Chicago.

The Merrill Medial Slant System of penmanship has been adopted in the schools of Bridgeport, Conn. The change

from the vertical system is made "because business men claim that the vertical system is the easiest to imitate."

Mr. C. E. Brown, formerly the Chicago manager of Butler, Sheldon & Company, is now representing the American Book Company with headquarters at Cleveland, Ohio.

Underwood & Underwood, Fifth avenue and Nineteenth street, New York, have been doing special work on educational stereographs. They have already made large sales to the public schools of Boston, Brookline, Passaic, N. J., Cleveland, and Cincinnati.

The Heinze Electric Company, of Boston, are the manufacturers of the most improved X-Ray apparatus on the market. The apparatus is the result of an extensive experience with the machines in continuous use. All of it has a prolonged test before leaving the factory, and, therefore, the company is in a position to guarantee each set against defects of every nature.

Owing to the increased demand for these products it became necessary to enlarge the size of the company's manufacturing plant, which has been removed from Boston to Lowell, and has been equipped in the most modern style. The workshop is fitted with the latest type of machinery, and the manufacture of scientific apparatus of all kinds is in the hands of expert German workmen. The salesroom in Boston is in the Sudbury building.

An increase of more than 300 per cent. in the sales made by the Oliver Typewriter Company during the first four months of this year has rendered it necessary to secure additional quarters. The company's city sales department has, therefore, been transferred to 391 Broadway, New York.

Mr. Ainsworth, of Ainsworth & Company, Chicago, is on a five weeks' visit to the East, during which he will attend the National Educational Association in Boston. The firm is now located in finely fitted up offices in the Studebaker building, 378 Wabash avenue. To the Lakeside Classics, a series comprising many of the finest works in the English language in low-priced but handsome form, some important additions have been made of late. Sample copies for examination, with a view to introduction, will be sent on request.

Ainsworth & Company, who were so unfortunate as to lose over sixty sets of electrolyte plates in a recent fire, have replaced them by the expenditure of a great deal of energy and money. Readers will be glad to learn that in spite of the difficulties of the situation no business was lost, and that the outlook for the future is encouraging.

The phenomenal growth of the Isaac Pitman shorthand since the issue of the Twentieth Century revision is evidenced by the large number of prominent schools now adopting this system. Next September the Brooklyn, N. Y., Commercial High school will introduce this method in place of the Pernin Light-line previously taught. This institution was one of the first in the country to include shorthand into its curriculum and has the distinction of having the largest stenographic classes of any high school in the United States, and is indorsed by eminent educators everywhere as the best. Other schools adopting the Isaac Pitman phonography during the coming fall are: New York Evening High School for Men; Newark, N. J., High school; Hoboken, N. J., High school; Jamaica, L. I., High school, etc. Last fall it was successfully introduced in the New York High School of Commerce and Girls' Technical High school. Messrs. Isaac Pitman & Sons, publishers of the "Shorthand Instructor," used in the above institutions, have recently removed into enlarged and attractive quarters in the Metropolis building, 31 Union square.

We have received from the J. L. Mott Iron Works, of New York city, a handsome catalog of plumbing, heating, and ventilating devices for schools and institutions. These include up-to-date closets, wash basins, radiators, etc., and a drinking fountain that seems especially valuable and desirable. The drinking cup that goes from mouth to mouth is becoming a thing of the past. This fountain renders impossible the conveying of disease from one pupil to another, while drinking. The catalog is beautifully printed and illustrated, and the appliances are all thoroughly explained. A copy should be in the hands of every school board.

A New Publishing Concern.

The Hammond Publishing Company, Ltd., has recently purchased all the copyrights, patents, office supplies, and general supplies of the Gregory Publishing Company, of Battle Creek, Mich. It has also added to the business of that company some valuable educational works which it is now prepared to supply to schools. The new company is located in Lansing, Mich., and is composed of men well known throughout Michigan and the adjoining states. The business pur-

chased of The Gregory Company embraces the card system of bookkeeping and business practice by Elmer E. Gardner, the text-books on business law by Burritt Hamilton, and some other works now approaching completion.

Arthur C. Bird, president of the company, is well known as a prominent and successful business man. Mr. Hammond, the secretary and treasurer, was formerly state superintendent of Michigan. The plates of The Gregory Company, which were burned last January, have all been replaced, and all orders can be filled at once.

Mr. Hammond will devote his entire time and energy to the successful prosecution of the business, and he has secured for the company his text-book, "School Law of Michigan," heretofore owned by Henry R. Pattengill.

The School Gymnasium.

While physical education is now a well recognized part of every organized course of study, a gymnasium is still considerable of a rarity. In many schools where there are rooms set off for this purpose they are but poorly supplied with apparatus. There is no such regard for the gymnasium in this country as there is in Germany, where every school, whatever the grade, is invariably well equipped for gymnastic work. Too often the gymnasium is placed in our schools in the basement, a practice forbidden in Prussia. In fact most German writers strongly recommend a separate one-storied building for this purpose.

Plenty of room should be provided, twenty square feet being allowed for each pupil. The fixed apparatus should be placed near the wall or grouped, in order to allow as large a space for exercise as possible. Dressing-rooms, lavatories, etc., should be so arranged that none of the pupils may be compelled to go outside the building when heated. The building should be warmed, but great care must be taken to see that the temperature does not rise too high, altho the ventilation should be as free as possible.

The floor is the most important part of the construction. It should be of some material that will not wear slippery, and from which dust can be easily kicked off. It should not be too hard and solid, but should be, to some extent, elastic. If of wood it must be secure against splinters. Well laid oak is good, but cement and asphalt have most of the objections mentioned.

One of the most difficult things to deal with is the dust. The better the ventilation the less trouble will arise from this difficulty. The gymnasium mats are a great nuisance on this account. Many authorities advise covering them with canvas. The floors should be gone over with an oiled mop very often, in order to keep the dust from rising.

Crown Sanitary Flooring.

One of the necessary features of a first-class school-room is a good floor. This can be secured by the use of the Crown Sanitary Flooring, made by the Robert A. Keasbey Company, 100 North Moore street, New York, and 13 Terrace, Buffalo, N. Y. It is a cement put up in barrels and bags accompanied with liquid glass; when mixed in equal proportions a mixture similar to rich Portland cement is produced.

This material can be applied over matched flooring, old floors, steel or concrete, any good cement finish, or granolithic. It is spread out the same as cement dressing, one-half inch thick, and smoothed; then allowed to set for three or four hours until it begins to harden; then it is smoothed with a steel trowel and finished neatly. Any good mason can do the work if he follows directions. The effect will be, when dry, like a rich linoleum. A gloss may be produced by applying wax, such as used on wood floors, and polishing.

This flooring is guaranteed not to shrink, crack, blister, or peel, when properly laid down, and to wear longer than a hard wood flooring and not require half the attention. One of the chief points in its favor is that there are no joints to collect filth or germs. It is therefore especially desirable in hospitals, schools, bathrooms, and kitchens. Besides it is fire-proof, non-absorbent, elastic to the tread, durable, does not become slippery, and is a good sound deadener.

Crown Sanitary Flooring is made in red or gray, with sanitary base, if desired. By using broken marble, what is known as Crown Sanitary "Pompeian" Flooring is produced over an ordinary wood floor, thus saving the expense of an underfilling of concrete. By its use also a mosaic tile floor may be produced over an ordinary wood floor.

Desk Fans.

The desk fans manufactured by the Paragon Fan and Motor Company of New York, are practically the same for this season as last year, except as to finish, and an improved guard which ensures rigidity of construction. The desk and bracket fans are made in twelve and sixteen inch sizes, and are wound for 110, 115, 220, 230, and 250 volts, but are adapted to operating successfully on five per cent. above and below these pressures. The building up of both armatures and commutators by press work has been retained, each being assembled under enormous pressure upon brass tubes, and so effective is this method of construction that the commutators have all the characteristics of a solid piece of metal.

A noteworthy mechanical feature is the making of the body in one piece, by which all magnetic joints are avoided,

and so that by simply removing two screws the whole front may be removed and access be given to the interior of the fan. Standard enameled resistances are used having three running steps; so giving one-half, three-fourths, and full speed.

A new adjustment has been added, which is of such construction that reliance is not placed on the friction between the fork and body for retaining the fan in position, but instead the clamping screw has been so placed that a very slight friction or tension upon it secures the fan firmly in any desired position. Such features as rectangular carbon brushes, enameled resistances, one-piece magnetic circuit, and the retaining shield for the bearings to prevent the creeping of the lubricant on the armature have been retained.

Magazine and Book Cover.

The Stronghurst Manufacturing Company, of Stronghurst, Ill., has placed upon the market a magazine and book cover recently patented by Joseph Sawdon, which has especially useful features. It is called the Twentieth Century Book Cover and is of hard-rolled non-porous paper, made in two pieces or sections, one covering the front lid of the book and one covering the back lid, the two sections being laced together with cords. One size will cover any book from 4½x6 inches to 5½x8 inches, regardless of thickness.

In forming the covering the end or side flaps are turned or folded over to size of book to be covered, and held in position by mucilage, which is on these flaps or folds. The lids of the book are then inserted into the envelopes or shields thus formed. By pulling on the ends of the lace cord the front and back halves of the cover will automatically adjust themselves to each other. The book will then be inclosed and protected, while the intermediate back-and-forth stretches of the lace cord will constitute a cushion on the back of the book, thus affording protection without concealing the title.

The Stereograph.

The Stereograph consists of two photographs taken simultaneously from points as far apart as the two eyes. When these are properly mounted and viewed thru a good stereoscope which blends the two into one the result is to give the most perfect representation of the original scene that man can make. Here are supplied all the essential data for form and space. Enclosed by the hood of the instrument the eyes view the remarkable phenomenon as scenes appear thru a window from the seclusion of a darkened chamber.

So wonderful is this effect that it has often been erroneously regarded as magic rather than the result of a great scientific discovery. Moreover, good negatives from all parts of the world, immortalizing its great events, its celebrated people, its historic spots, its remarkable edifices, its natural wonders, etc., have not been attainable hitherto; so the instrument degenerated thru cheap methods of manufacture to the level of a toy. But to-day thousands of children are viewing with their own eyes thru this device the scenes "eternally worth knowing about." Sense perception in teaching, especially the phase of it known as visual instruction, finds its highest development in the stereograph, with the exception, of course, of actual travel. No other device makes use of the powerful influences of binocular perspective, yet upon two-eyed vision are based our judgments of distance and space every day of our lives. In no other form of illustration used for educational purposes does the pupil regard the illusion as he would the material scene which is represented, and, as might be expected, the subjective results are far superior to those attainable by flat monocular representations.

Quilt for Deadening Sounds.

Next to light and ventilation there is scarcely a problem in school-house construction more important than that of the acoustic properties. The problem of acoustics presents itself in two phases, the conveyance of sound and its confinement within its own sphere of usefulness. The first phase has received the greater attention, but educators appreciate thoroly the great practical importance of the latter. In these days of hard study and numerous courses and the consequent strain upon the nervous system of the school children few things are more important than absolute quiet in which to study. Noises from other rooms are apt to keep children in a constant state of nervous excitement which is injurious to health.

The necessity of preventing the sounds of one room from penetrating into another has led to exhaustive inquiry into the various methods and materials that may be employed for the accomplishment of this result. It is known that the ordinary plaster and timber construction forms an imperfect barrier to the conduction of sound, plaster being at all times a poor non-conductor. The timbers increase the difficulty, as each one forms a telephone to convey the sound. It is, therefore, necessary to line the floors and walls with some material that will break up and absorb the sound-waves, and which will, at the same time, meet the other requirements, such as durability, small expense, and hygienic properties.

Common felts and papers are practically valueless as deafeners, being thin and dense, and having no sound-absorbing

power worth mentioning, and they are, in addition, short-lived. Heavy wool felts are fairly good when new, but they are expensive and are subject to nitrogenous decay, losing, in a comparatively short time, such virtue as they originally possess. Mineral wool is unsuccessful, because its fiber is so fragile that it will not support any weight, and, therefore, cannot intervene between the boards and timbers to interrupt the telephonic conduction of sound.

A material which was designed to meet all these difficulties is Cabot's Deafening Quilt. Its materials and construction were carefully chosen to give permanence and hygienic qualities, in addition to isolating the sound.

It is composed of a peculiarly laminated matting of cured eel-grass held in place between two layers of tough manilla paper. Where absolutely fireproof construction is wanted the asbestos quilt should be used. This is the regular quilt, covered on both sides with heavy asbestos paper, and forming a fireproof sheathing superior to sheet asbestos or other ordinary fireproofings. It combines high insulating, deafening, and fireproofing powers.

Inventing a Typewriter.

Thomas Oliver, inventor of the well-known typewriter, recently told the story of how his famous machine was worked out. "Early in life," he said, "the mechanical instinct manifested itself in the construction of crude threshing machines, windmills, and other devices, made with such tools as could be found in a farmer's workshop. Four or five years after leaving home, by a sudden transition in my bent, I entered professional life, which I followed for the next fourteen years.

"In 1888 I took a notion that I needed a typewriter, my attention having been called to its adaptability to practical use by some brethren in the ministry. In blissful ignorance of the task before me I started to work.

"Imagine a person attempting to construct such a complicated piece of mechanism as a typewriter, with only a few tinker's tools and such material as those tools could be used upon, and you may have some conception of the crudeness of my first attempts. Alternate failure and success were the reward of my efforts during the years of toil that followed in the way of experiments. But, after four years of persistent effort, I succeeded in producing a crude working model of the present Oliver typewriter.

"I was not a machinist, for I had not worked an hour in a machine shop. I had no tools that were at all adequate for making such a machine. I was not an operator, for I had not written a line on a machine until I wrote it on my own. Handicapped thus, I confess to a little surprise when I found that I had incorporated foundation principles that were destined to make it one of the standard machines of the world.

"That my machine is unique in construction and a departure from all other methods employed in typewriting is, no doubt, in a large measure, due to the fact that I was not a

typewriter operator. Had I been familiar with the use of other machines I should have had my favorite, and, in attempting to construct another, I would have, unconsciously or otherwise, imitated that machine. As it was, I had no favorite. I knew nothing about the relative defects and superiorities of the other machines, and thus, without any prejudices, I was untrammelled and simply went out on lines of my own, independent of what others had done. I had been a careful observer of the mechanical principles employed in the different machines that were then in use, but wholly from the standpoint of a mechanic."

Send for this Map.

Messrs. D. C. Heath & Company are distributing a dainty circular containing a map of Boston with the location of their offices marked, a picture of the building at 120 Boylston street, and the following cordial greeting "to the members of the N. E. A.":

During the meeting of your association in Boston and the following week we shall keep open house at our offices at 120 Boylston street. We extend to you a cordial invitation to use our rooms as your headquarters during your stay. Make appointments to meet your friends here. Plan to start your excursions from this point. We have quiet rooms which we are glad to place at your disposal, with every convenience for letter writing, sending messages, caring for valises, overcoats, etc.

The accompanying map will make it easy for you to find us, and it will be a pleasure to us to aid you in any way. Command us.

Cordially yours,

D. C. HEATH & Co.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON,

is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued three monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly, 5c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

KELLOGG'S TEACHERS' CATALOG. 144 large pages, describes and illustrates our own publications,—free.

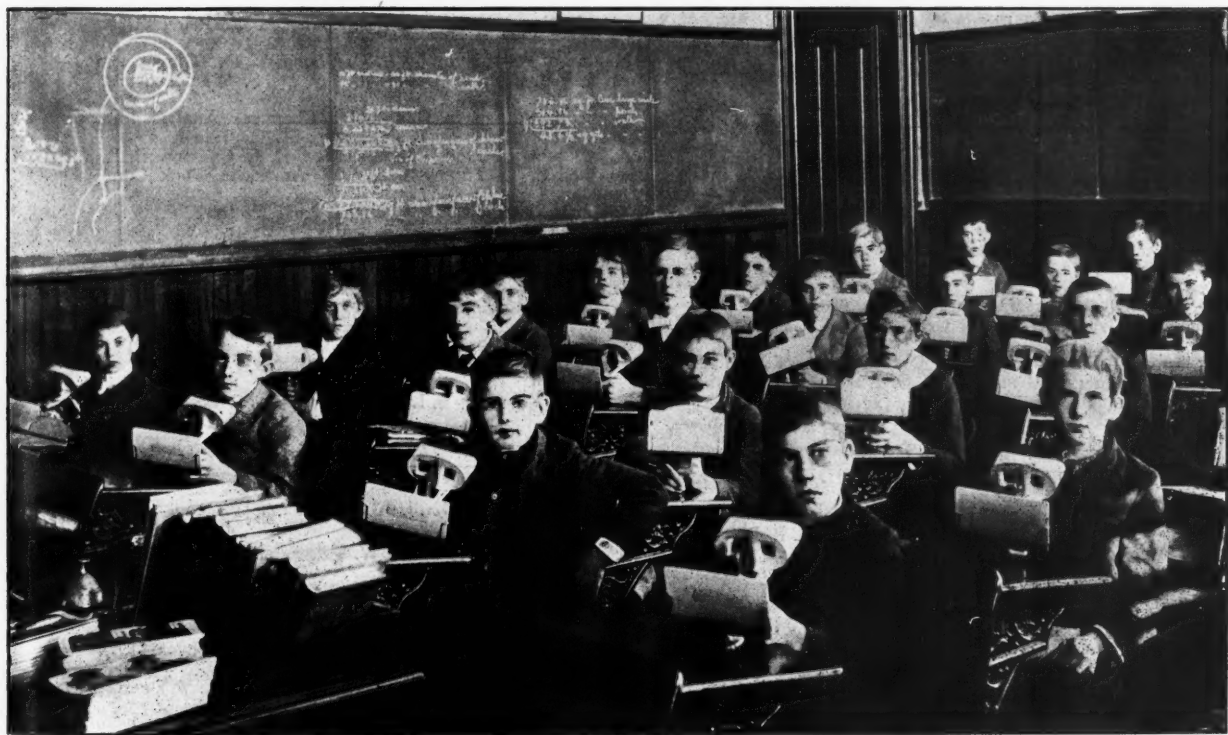
KELLOGG'S ENTERTAINMENT CATALOG. Describes the cream of this literature, over 700 titles,—free.

KELLOGG'S NEW CENTURY CATALOG. Describes and classifies 1700 of the leading pedagogical books of all publishers. A unique and valuable list.—2c. Send all orders to the New York office. Books and files of our periodicals may be examined at our Chicago (236 Wabash Ave.) and Boston (116 Summer St.) offices. Send all subscriptions to the New York office.

E. L. KELLOGG & CO., Educational Publishers,

61 East Ninth Street, New York

THE SCHOOL JOURNAL is entered as second class matter at the N.Y. Post Office



Class in a London Public School Using the Stereograph.

Important Text-Books of the Year.

The list of important text-books for the year 1902-1903 is an unusually interesting one, from the fact that so many of these books, altho issued from the press only recently, have already met with marked success. Notes of important adoptions of the newest books have been promptly published in the regular monthly "School Board" issues of THE SCHOOL JOURNAL. Every progressive teacher is desirous of keeping in touch with the recent publications, particularly in his special field. The list given here is arranged with the purpose of furnishing a ready means to this end. The names of publishing houses are abbreviated. Readers are referred to the advertising columns for the addresses.

LANGUAGE.

The Modern Pronouncing Speller by J. N. Hunt and H. I. Gourley, 20c. Butler
 Spanish and English Conversation by A. E. Pinney, 65c. Ginn
 The School Congress by Frank M. Vancil, 25c. E. L. Kellogg & Company
 Text-Book on Applied English Grammar by E. H. Lewis, 35c. Macmillan
 The Taylor School Readers by F. L. Taylor, 35c. Werner
 Advanced First Reader by E. M. Cyr, 35c. Ginn
 New Treatise on French Verbs by Alfred Hennequin, 65c. American Book Company
 The Child of Urbino, Raphael: A Third Reader by Louise de La Ramé, 30c. Educational Publishing Company
 The New Century First Reader by H. A. Perdue, 17c. Rand, McNally
 Nature Life; A Fourth Reader, 56c. Globe
 A College Manual of Rhetoric by C. S. Baldwin, \$1.35. Longmans
 Fourth Reader by W. H. Haliburton and F. T. Norvell, 45c. Johnson Publishing Company
 The Morse Readers by Ella M. Powers and Dr. Balliet, 48c. Morse Company
 The Lee Readers by E. H. Lee, 60c. American Book Company
 Interpretive Reading by Cora Marsland, \$1.12. Longmans
 A Modern Rhetoric by G. E. Merkeley, \$1.00. Newson
 Practical Language Lessons by C. W. Sayrs, 60c. Lothrop Publishing Company
 Language Primer by W. Swinton, 28c. American Book Company
 A Student's History of English Literature by W. E. Simonds, \$1.25. Houghton, Mifflin
 Primary French Course by O. Siepmann, 40c. Macmillan
 A School Grammar of the English Language by M. W. Baskerville and J. W. Sewell, 50c. American Book Company
 Caesar edited by J. H. Westcott, \$1.25. Appleton
 Cicero, Laelius de Amicitia edited by C. Price, 30c. American Book Company
 La Belle-Nivernaise by A. Daudet, edited by F. W. Freeborn, 25c. Ginn
 Commercial German by A. Kutner, \$1.00. American Book Company
 Colomba, Prosper Mérimée edited by A. Schinz, 40c. Ginn
 Practical Spanish by F. de Arteaga, 50c. Appleton
 Beginnings of Rhetoric and Composition by A. S. Hill, \$1.25. American Book Company
 Plato's Euthyphro edited by W. A. Heidel, 30c. American Book Company
 Greek Composition for Schools by R. J. Bonner, \$1.00. Scott, Foresman
 The Roll of Honor Word Book by J. W. Crabtree, 25c. University Publishing Company
 Schilling's Spanish Grammar, \$1.10. Holt
 The Foundations of Latin by E. C. Bennett, 90c. Allyn & Bacon
 A Country Reader for Use in Schools by H. B. M. Buchanan, 40c. Macmillan
 Advanced English Grammar by T. W. Harris, 80c. Globe
 Les Misérables by Victor Hugo edited by O. B. Super, 80c. Heath
 A Practical Grammar by C. W. Sayrs, 60c. Lothrop
 A School Grammar of Attic Greek by D. T. Goodell, \$1.20. Appleton
 Longmans' English Grammar: Foundation Lessons in English Language and Grammar by O. I. and M. S. Woodley, 65c. Macmillan
 Elements of English Composition by J. H. Gardiner, L. Kittredge, and S. L. Arnold. Ginn
 The Rational Method in Reading IV. by E. G. Ward. Silver
 Essentials of English Composition by H. S. Tarbell and Martha Tarbell, 70c. Ginn
 German Grammar by M. L. Learned. Appleton
 School Composition by W. H. Maxwell and E. L. Johnston, 50c. American Book Company
 A First French Book by C. A. Downer. Appleton
 A Grammar of Attic and Ionic Greek by F. C. Babbitt, \$1.50. American Book Company
 Latin Composition by A. C. Mellick. American Book Company
 The First Year of Latin by W. B. Gunnison and W. S. Harley, \$1.00. Silver
 Writing Latin by J. E. Barss. University Publishing Company
 Vergil's Æneid by H. S. Freize revised by W. Dennison, \$1.50. American Book Company

Cæsar's Gallic War by J. H. Westcott. Appleton
 A Writer of Attic Prose by I. Flagg, \$1.00. American Book Company
 Horace edited by C. E. Bennett and J. C. Rolfe, \$2.00. Allyn

HISTORY.

The Territorial Growth of the United States by W. A. Mowry, \$1.50. Silver
 History of the United States by J. C. Ridpath, \$1.20. American Book Company
 Outlines of the World's History by W. Swinton, \$1.44. American Book Company
 Barnes's School History of the United States, \$1.00. American Book Company
 Barnes's Elementary History of the United States Told in Biographies by J. Baldwin, 60c. American Book Company
 A Short History of Rome by W. S. Robinson, \$1.12. Longmans
 A History of the United States by K. C. Adams and W. P. Trent, \$1.50. Allyn & Bacon
 An Introduction to the History of Western Europe by J. H. Robinson, \$1.60. Ginn
 History of Greece for Beginners by J. B. Bury, 90c. Macmillan
 A General History of Commerce by C. W. Webster, \$1.40. Ginn
 A History of Modern Europe by M. Whitcomb, \$1.10. Appleton
 Essentials in Ancient History by A. M. Wolfson, \$1.50. American Book Company
 History for Graded and District Schools by E. W. Kemp, \$1.00. Ginn

GEOGRAPHY.

Warren's Physical Geography by S. E. Warren. Butler
 Elementary Commercial Geography by C. C. Adams, \$1.10. Appleton
 Home Geography for Primary Grades by H. W. Fairbanks, 60c. Educational Publishing Company
 A Complete Geography by R. S. Tarr, \$1.00. Macmillan
 An Introduction to Physical Geography by G. K. Gilbert, \$1.25. Appleton
 Commercial and Industrial Geography by J. J. Macfarlane. Sadler-Rowe
 Outline of the History of Commerce, Powers and Lyons

NATURAL SCIENCE.

Introduction to Physical Science by A. P. Page, \$1.00. Ginn
 Manual of Astronomy by A. C. Young, \$2.45. Ginn
 An Introduction to Chemistry by D. S. MacNair, 50c. Macmillan
 A Brief Course in Qualitative Chemical Analysis for Schools and Colleges by B. J. Garvin, \$1.10. Heath
 A Laboratory Manual of Physics by H. C. Cheston, P. R. Dean, and C. E. Timmerman, 50c. American Book Company
 A Course in Qualitative Chemical Analysis by F. P. Venable, 60c. University Publishing Company
 Principles of Inorganic Chemistry by J. H. C. Jones, \$4. Macmillan
 The Elements of Physics by E. L. Nichols and W. S. Franklin, \$1.50. Macmillan
 Botany for All the Year Round by E. F. Andrews, \$1.00. American Book Company
 Elementary Chemistry by R. H. Bradbury, \$1.00. Appleton
 Practical Exercises in Light by R. S. Clay, 60c. Macmillan
 Animals by D. S. Jordan, V. L. Kellogg, and H. Heath, \$1.80. Appleton
 Elements of Physics by E. J. Andrews and H. N. Howland, \$1.10. Macmillan
 Elementary Chemistry by R. H. Bradbury, \$1.25. Appleton
 Elementary Physics by F. W. Miller and A. F. Foerste, \$1.25. Scribner
 Chemical Exercises by R. P. Williams, 30c. Ginn
 Elementary Studies in Insect Life by S. J. Hunter, \$1.25. Crane
 A Text-Book of Organic Chemistry by A. W. Noyes, \$1.50. Holt
 Elementary Chemistry by F. W. Clarke and L. M. Dennis, \$1.10. American Book Company
 The Teaching of Chemistry and Physics in the Secondary School by A. Smith and E. H. Hall, Longmans
 An Introduction to Botany by W. C. Stevens. Heath

Studies in Zoölogy by J. A. Merrill, 75c. American Book Company

PHYSIOLOGY AND HYGIENE.

Physiology by the Laboratory Method by J. W. Brinckley, \$1.25. Ainsworth
The Care of the Teeth by A. S. Hawkins, 75c. Appleton
How to Live, by Adeline Knapp. Silver
Text-Book of Anatomy by D. J. Cunningham, \$1.00. Macmillan
Graded Lessons in Hygiene by W. O. Krohn, 60c. Appleton

MATHEMATICS.

Elementary School Mathematics by Grades by E. W. Chancellor, 28c. Globe
A College Algebra by G. A. Wentworth, \$1.65. Ginn
Plane and Solid Geometry by E. Brooks, \$1.25. Sower
Differential Calculus for Beginners by A. Dodge, \$1.00. Macmillan
The Modern Arithmetic, Primary and Elementary Grades by A. Murray, 40c. Woodward
Principles of Arithmetic by H. Siefert, 75c. Heath
The Model Algebra by E. Gideon, 60c. Eldridge
Mechanics, Molecular Physics and Heat by R. A. Millikan. Scott
New Complete Arithmetic on the Inductive Method by J. W. Nicholson, 65c. University Publishing Company
The Complete Arithmetic by D. W. Fish, 75c. American Book Company
The Elements of Plane and Spherical Trigonometry by Taylor and Puryear, \$1.25. Ginn
Modern Business Bookkeeping by A. L. Gilbert, \$1.50. Bowen-Merrill
Plane Trigonometry by G. A. Wentworth, 75c. Ginn
Problems in Arithmetic by G. A. Southworth, 40c. Sanborn
Arithmetic by O. L. Kehoe, 90c. Macmillan
Accounting and Business Practice by J. H. Moore and G. W. Miner, \$1.10. Ginn
Plane Geometry by the Suggestive Method by A. J. Avery, 40c. Sanborn
The American Standard Bookkeeping by C. C. Curtiss, \$1.00. American Book Company
Solid Geometry by F. Hooever, 50c. Macmillan
Plane and Spherical Trigonometry by G. A. Wentworth, \$1.35. Ginn
A School Geometry by H. S. Hall and F. H. Stevens, 40c. Macmillan
White's Grammar School Algebra by E. E. White, 35c. American Book Company
Snyder and Thurston's Universal System of Practical Bookkeeping, \$1.25. American Book Company
The Foundations of Geometry by D. Hilbert. Open Court
Modern Commercial Arithmetic. Powers and Lyons
Graded Work in Arithmetic by S. W. Baird. American Book Company
Arithmetic by L. H. Clark. Shewell
Advanced Algebra by W. J. Milne, \$1.50. American Book Company

MUSIC.

New Music Reader by F. H. Ripley and T. Tapper, 30c. American Book Company
The High School Choralist by C. E. Whiting, Heath

DRAWING.

Self-Help Mechanical Drawing by N. Hawkins, \$2.00. Audel
Stepping-Stone for Teachers to Industrial Drawing and Design by A. W. Bevis, 40c. Longmans
Cardboard Construction by A. C. W. Hammel, 20c. Johnson Publishing Company

MISCELLANEOUS.

Natural Method of Shorthand by Anna Taylor, \$1.50. Bowen-Merrill
Bibliography of the Manual Arts by A. H. Chamberlain, 75c. Flanagan
Electric Shorthand by J. G. Cross-Scott. Foresman
Dictionary of the French and English Languages by W. James and A. Molé, \$1.50. Macmillan
Scientific Sloyd by A. Molander. Bardeen
Isaac Pitman's Shorthand Instructor, \$1.50. Pitman
Training in Woodwork by J. M. Tate, 85c. Minneapolis School Education Company
Home and School Sewing by F. Patton, 60c. Newson
Hand-Loom Weaving by M. P. Todd, 90c. Rand, McNally & Co.
Gregg Shorthand, \$1.50. Gregg
School Library Encyclopedia by E. T. Hill, \$20.00. Caxton

SUPPLEMENTARY READING.

The Story of the Amphibians and the Reptiles by J. N. Baskett and R. L. Ditmars, 60c. Appleton
The Story of the Art of Music by J. F. Crowest, 35c. Appleton
A Little Journey to Belgium and Denmark by M. M. George, 15c. Flanagan

A Little Journey to Switzerland by M. M. George, 15c. Flanagan

American Essays by E. E. Hale, 40c. Globe
The Story of Hiawatha by R. Smith. Educational Publishing Company
Stories of Illinois by M. L. Pratt, 40c. Educational Publishing Company
Toward the Rising Sun, 30c. Ginn

Viking Tales by J. Hall, 35c. Rand, McNally
The Children's First Story Book by M. H. Wood. American Book Company

The Story of Eclipses by G. F. Chambers, 35c. Appleton
Stories and Tales from the Educational World by E. M. C. Greenleaf, 50c. Educational Publishing Company
The Story of Electricity by J. Munro, 35c. Appleton
The Story of the Earth's Atmosphere by D. Archibald, 35c. Appleton

Child Literature for First and Second Grades by M. H. Simms, 30c. American Book Company

The Sciences by S. E. Holden, 50c. Ginn
Globe Geography Reader by V. T. Murché, 40c. Macmillan
The Princess, edited by E. E. Hale, 20c. University Publishing Company

Some Useful Animals and What They Do for Us by J. and C. Monteith, 50c. American Book Company

The Story of the Philippines by A. Knapp. Silver
The Spanish in the Southwest by R. V. Winterburn, 55c. American Book Company



Home of Edward Everett Hale, Roxbury, Mass.

This beautiful old house is of colonial architecture and is one of the most attractive places in Roxbury.

Sure Now.

The Truth About Coffee.

It must be regarded as a convincing test when a family of seven has used Postum for five years, regaining health and keeping healthy and strong on this food drink.

This family lives in Millville, Mass., and the lady of the household says: "For eight years my stomach troubled me all the time. I was very nervous and irritable and no medicine helped me.

"I had about given up hope until five years ago next month I read an article about Postum Cereal Coffee that convinced me that coffee was the cause of all my troubles. I made the Postum carefully and liked it so much I drank it in preference to coffee, but without much faith that it would help me.

"At the end of a month, however, I was surprised to find such a change in my condition. I was stronger in every way, less nervous, and, at the end of six months, I had recovered my strength so completely that I was able to do all of my own housework. Because of the good Postum did us I knew that what you claimed for Grape-Nuts must be true and we have all used that delicious food ever since it first appeared on the market.

"We have seven in our family and I do the work for them all, and I am sure that I owe my strength and health to the steady use of your fine cereal food and Postum (in place of coffee). I have such great faith in Postum that I have sent it to my relatives and I never lose a chance to speak well of it." Name furnished by Postum Company, Battle Creek, Mich.

Ice cold Postum, with a dash of lemon, is a delightful "cooler" for warm days.

Send for particulars by mail of extension of time on the \$7,500.00 cooks contest for 735 money prizes.

Notes of New Books.

The Nature Study Idea, Being an Interpretation of the New School Movement to Put the Child in Sympathy with Nature, by L. H. Bailey.—Professor Bailey has brought together into a single volume a series of essays upon the different elements that find a place in nature study. He begins with its history, as a means of placing the child in closer sympathy with its surroundings, and he then develops its intrinsic meaning. It should lead the child to seize the essential facts in distinction from those which only arrest the attention.

Nature study, according to Mr. Bailey, is essentially the application of the laboratory method to elementary education. But the laboratory is the outside world. So as far as possible, the child should see the objects as they are in nature, and when collected, should do his own collecting. Hence plants should claim the foremost attention. This naturally develops into the school garden. The relation of nature study to true science is shown. A chapter of the book is given to the poetic interpretation of nature, with several interesting poems. (Doubleday, Page & Company, New York. Price, \$1.00 net.)

Milne's Advanced Algebra for Colleges and Schools, by William J. Milne, Ph.D., LL.D., President of New York State Normal college, Albany, N. Y.—This scholarly treatise covers all the ground that students usually pursue both in preparatory schools and in college. It presents the earlier matter in a simple and attractive form, while a sufficient number of problems is given to enable the student to acquire facility in the ordinary reductions. Many abbreviated methods are included, such as finding the highest common factor by detached co-efficients. The modern conceptions of imaginary and complex numbers are represented by graphical symbols. The discussion of probabilities is of unusual interest and clearness. (American Book Company, New York, Cincinnati, and Chicago. Price \$1.50.)

Elementary Geometry is an excellent presentation of the subject matter of the first two books of Euclid by an East Indian mathematician, Chintamani Mukerji, B.A. The object of the author was to present the matter logically and simply, so as to lessen the difficulties the learner usually experiences with geometry. First he tells the object of the science, then devotes a few pages to definitions and postulates, and after that goes on to treat of angles, triangles, parallel straight lines and quadrilaterals, and areas of rectilinear figures. It is a very practical little book. (The Indian Press, Allahabad.)

A Junior School Poetry Book, edited by Dr. W. Peterson, is an anthology of poetical selections suitable for recitation in the schools. It was prepared in the belief that the learning of good poetry is a valuable discipline in school work. In the choice of selections attention has been given to getting those which would aid in cultivating the imagination. It has also been prepared with the view of making it acceptable to the tastes and sympathies of both branches of the English speaking people.

The Senior School Poetry Book is prepared along similar lines and with similar purpose. The selections are of a somewhat maturer character than in the junior book. In both, the selections are excellent and should cultivate a love for good poetry among the children. (Longmans, Green and Company, New York and London.)

The first two volumes of *An Illustrated History of English Literature*, by Richard Garnett and Edmund Gosse, have just appeared. This series when completed is to comprise four volumes, and if the whole series can be judged from the first two, the production must be regarded as a masterly one.

The idea of presenting an elaborately illustrated history of literature was certainly a novel one. But the aim was to stimulate curiosity concerning the leading English authors. The names of the authors of this series are a sufficient guarantee of the excellence of the scholarship of this "record." The volumes profess to be no more than a record, but a rapid survey has been evolved which is harmonious in design.

The text consists of a running commentary with brief biographies of the writers. The subjects of the various sketches have been selected with the utmost care, and so far as the series has as yet progressed no notable name has been omitted. Some names do not appear which we might expect to find, but the authors have made their selections, to a large extent, to illustrate the movement of style and thought in England.

The illustrations form a feature of the books which is of the greatest importance. Beautifully illustrated manuscripts, pictures of old writers, and old prints reproduced by the latest processes make the publication most notable. However one may feel toward this method of producing literary history, it must be admitted that no previous attempt to teach the history of English literature by means of the eye has approached the present enterprise in fulness and

variety. The publisher has had a wealth of resources to select from, and the mechanical part of the production is perfect. (The Macmillan Company. Price, \$6 per volume.)

An interesting addition to the great mass of handicraft literature is *How to Make Indian and Other Baskets*, by George Wharton James. The author has studied the basket-making Indians of the Southwest and has given a great amount of attention to Indian basketry from the standpoint of the archaeologist and ethnologist. For these reasons he was particularly adapted for the present task.

The preparation of materials, dyes, tools, the various weaves and the different sorts of baskets all dealt with in a manner which is marked by a thoro attention to detail. For the teacher of this kind of work it should prove a valuable manual as well as a fruitful source of ideas. (Henry Malan, New York.)

Educational Manual Training is the title of a series of four books by Wm. C. A. Hammel, who is connected with different manual training schools in Maryland. These books are: (1) *Paper Folding*, (2) *Cardboard Construction*, (3) *Elementary Knife Work*, and (4) *Advanced Knife Work*. The exercises in paper folding, cardboard construction, and knife work lead systematically to wood sloyd. Paper folding is begun in the third grade, with the presumption that some hand work has been done in the kindergarten and in the first and second grades. Accuracy and neatness are cultivated thru easy exercises in measuring, drawing, cutting, etc. In the fourth grade construction of type solids in cardboard is taken up, and useful models based on these types are made. Thus the pupil is prepared for the following year's work in elementary knife work, which is done in the softest woods, and deals with two dimensions only, length and breadth. The advanced knife work taken up in the sixth grade, deals with three dimensions of solids, thus giving the pupil practice in the use of more complex working drawings. Various woods of increasing difficulty to work in are used in order to familiarize the pupil with the nature of different kinds of woods. (B. F. Johnson Publishing Company, Richmond, Va. Each volume, \$0.20.)

A new Canadian poet, Katherine H. McDonald Jackson, is the author of a little volume of verse just published under the title of *Summer Songs in Idleness*. This volume contains some forty poems, among the number being several of considerable length. The opening poem, "A June Idyll," will be admired for its chaste diction, musical flow of language, and bright fancies. "A Legend of the Isles of Shoales" is told in millifluous blank verse. There are many shorter poems of merit. The volume closes with some delightful verses for children, under the fascinating collective title of "Sleepy Time Songs." (Richard G. Badger, Boston. Antique boards, 12mo., \$1.25.)

A Fight for the City is a book written by Alfred Hodder, a municipal reformer and the author of several books, among others one called "The Powers that Prey." It is not often that a campaign for the control of a city government is of enough importance to be made the subject of a volume; but that which resulted in the election of Seth Low as mayor of New York and William Travers Jerome as district attorney was so exceptional in character that it became of interest to the entire country. The author explains why this contest in New York was of such importance to every city community in the land. The municipal conditions that have long prevailed there have been found in every large city in the United States—in almost every city numbering more than 50,000 inhabitants. The sources of danger and safety are the same; the outlook is on the whole the same. This story becomes of interest for another reason. Nowhere perhaps so well as in the city of New York can be seen the interaction of the forces that are molding the government of the republic from within. It will do any voter in the land good to read Mr. Hodder's book. (The Macmillan Company, New York. Price, \$1.50.)

The best fellow to write funny things nowadays is evidently John Kendrick Bangs; and his humor is seen to good advantage in *Mollie and the Unwiseman*. The latter is a special invention; he is not an impossibility by any means; he is discovered blowing soap bubbles. The little girl with her doll and a rubber boy met with this delightful old fellow, and a lot of entertaining adventures succeed that are so droll that anybody will laugh if he has any laugh lying around loose. And these queer circumstances are illustrated queerly too by Levering and Dwiggins. On the whole it must be said in justice to Mr. Bangs that he has not failed to be exceedingly funny and that the book will be popular with children. (Henry T. Coates & Company.)

The Coast of Freedom portrays matters in and about Boston 200 years ago. The story begins on a London wharf and a principal figure is the historical Phipps. The authors have seriously tried to reproduce the times and its people and ways of thought. It seems to us that they were hardly so stately and formal in their speech as is written; but we may imagine of course that they went around where we cut across. The various scenes in which the boy Roger appears are often exciting, but they do not seem to be well con-

MORE POPULAR EVERY DAY



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solidated. It is a series of sketches depicting times that have an essential interest. Every sincere effort to restore the faint outlines we possess is to be commended. (Double-day, Page & Company.)

Mrs. Olive Thorne Miller knows how to write for children as well as for children of a larger growth. Her *True Bird Stories*, recently published, is worthy of a place in every school-room and library where little folks are wont to browse. Just give them a taste of these bird stories and they will read them, every one. (Houghton, Mifflin & Co., Boston.)

A *Manual of Experiments*, to accompany the Improved Spiral Spring Balance, by C. E. Linebarger, instructor in physics and chemistry, the Lake View High school, Chicago. —The construction of this new modification of the well-known Jolly balance, by which much of the difficulty in use is removed, is first carefully explained. The essential features are a superior arrangement of spider lines in a short glass tube, with stops at the end to check vibrations, and a vernier adjustment. This is followed by a series of very ingenious experiments, all of which are performed, either by the balance directly, or by ready combinations of parts, with simple additions. These develop the laws of vibrations, of combinations of motives, of the pendulum, and full practice in determining specific gravity. The method of determining surface tension is most ingenious. (The Chicago Laboratory Supply and Scale Company. Price, 25 cents.)

The Metropolitan Teacher for June 24 is a special syllabus number. It contains the syllabuses complete, together with the course of study, as revised and finally adopted by the board of superintendents of New York city. The following studies are covered by careful syllabuses: English, history, mathematics, geography, and nature study. The material is arranged in the magazine in form convenient for use. As every teacher in New York, and many principals, superintendents, and teachers thruout the country will desire to make use of this material the special syllabus number of the *Teacher* is particularly to be recommended.

Animals: A Popular Natural History of Wild Beasts, by Wallace Rice. —The author sets out to give in simple language the leading features of the mamalia and to show something of their relations. Then beginning with those most closely related to man, he describes many of the several orders and species. The lower orders follow upon a similar plan.

The leading purpose of the author is to furnish a ready reference book to tell the distinguishing features of any animal. To this is added the localities where each one may be looked for. A large number of colored plates add to the attractiveness of the volume, and they are sufficiently accurate to render efficient aid to the student. Books of this description placed in the hands of the young, interest and lead to a study of such wild life as they may come in contact with thru their surroundings. (Herbert S. Stone & Company, Chicago.)

The Statesman's Year Book appears in considerably enlarged form for this its fortieth year of publication. Besides the renewal of valuable information included in former issues, which is brought down to date, the volume contains for all the states of the world the most recent figures respecting population, education, commerce, shipping, and colonial enterprise. The formal incorporation of the two South African republics in the British empire is treated with considerable care. Tables illustrate the comparative growth of population in leading countries during several decades. Other subjects handled with special care include the emigra-

tion from various countries into others, the new boundary conventions, and the various transcontinental railway projects. (The Macmillan Company, New York.)

A translation by Esther Singleton, of Lavignac's *Musical Education* has recently been brought out by D. Appleton & Company. M. Lavignac describes his book as an inquiry into "the best means to pursue a musical education under its most healthful conditions—a matter which is far more diffi-



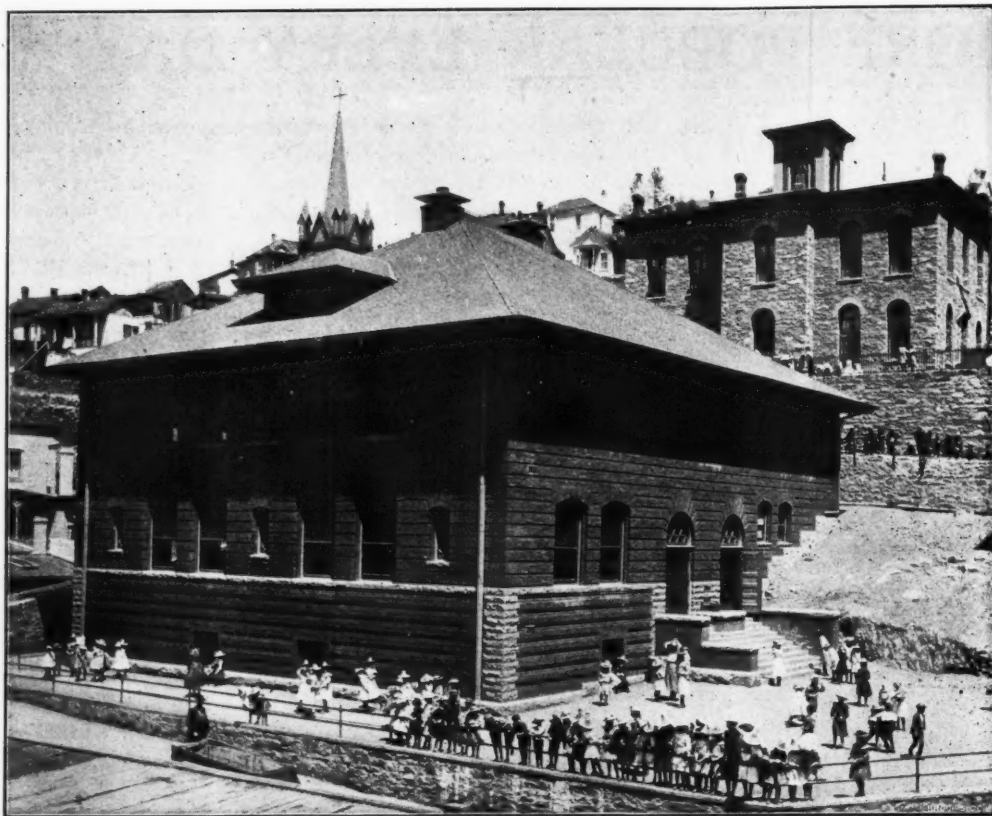
A. LAVIGNAC

cult than is generally believed." He says further that, "musical education must not be confounded with musical instruction. He reinforces his opinions by citations from Schumann, Berlioz, Rubinstein, and other masters.

The little book known as the *Boston Collection of Kindergarten Stories* is the work of several of Boston's best kindergartners, and is used by them daily. Many of these stories have been published in periodicals and others in books. All are thoro, adapted to their purpose; they never fail to arouse the interest of children. The demand for the book has been so great that a new revised and enlarged edition has been issued. (J. L. Hammett Company, Boston.)

Present-Day Evangelism is the title of a book that treats of a question of great interest to all engaged in church work. It is by one who has had long and active service in this line, J. Wilbur Chapman, D. D., secretary of the General Assembly committee on evangelistic work for the Presbyterian church. While it describes present-day evangelistic methods, it discusses the old methods of evangelistic work, which have been used with such signal success for years. It is a handbook on the basis of which the work in an individual church, or in a community may be successfully organized. (The Baker & Taylor Company, New York.)

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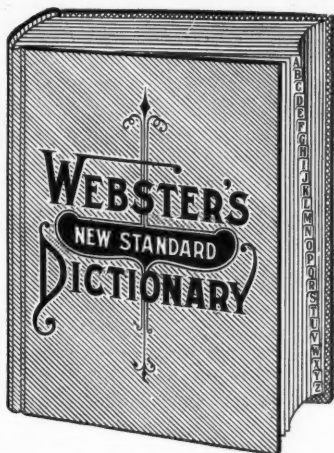
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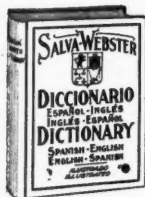
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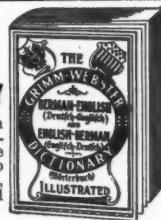
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The commencement exercises of the university extension classes under the auspices of the New York City teachers' association were held at the hall of the board of education, on the evening of June 26. Music was furnished by the teachers' chorus, under the direction of Louis H. Lambert. Addresses were made by Superintendent Maxwell, the Hon. Charles S. Burlingham and others. Pres. Henry A. Rogers, of the board of education, presented the diplomas.

The committee on school work, of the extension classes, includes: Edward W. Stitt, chairman; Annie E. Boyne, Rufa A. Cregin, Elizabeth Jacobs, Henry H. Plough, Frank M. Rollins, Beverly A. Smith.

E. J. Allendorf, 20 Exchange place, Manhattan, has succeeded Morris G. Frankel as secretary of the Evening School Teachers' Association.

The college of St. Elizabeth, at Convent Station, N. J., the first college for the higher education of women in the United States, has conferred the degree of A.B. upon four graduates. They are: Miss Mary Geraldine Ennis, of Brooklyn; Miss Harriet Seton McCable, of Newark, N. J.; Misses Blanche Maskell, and Esther Kenna, of Newton, Mass.

A class of 190 students was graduated from City college at the recent commencement.

Vertical or Slant?

The board of superintendents has adopted the following: "Resolved that a vertical system of penmanship or system having a slight slant to the right may be used."

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Despite "thunder, lightning, rain" and all but hail, the graduation exercises, at Dr. Gruenenthal's school, No. 27, were uniformly successful. The boys sang splendidly—so well that THE JOURNAL representative wished on hearing them that all the teachers who insist that boys cannot be made to sing might have been there. They sang, in three parts, Schubert's "The Wanderer," Mendelssohn's "The Skies Resound," and the Pilgrim Chorus from "Tannhauser" as if they enjoyed singing as much as the visitors enjoyed hearing them, and that was saying a great deal. Dr. Gruenenthal is to be congratulated upon the fine work done in this direction in No. 27.

The recitations were interesting, and everyone present regretted that the absence of one of the speakers prevented their hearing the "Quarrel Scene between Brutus and Cassius," especially after they had heard Master Sydney Freund recite "Mark Antony's Oration." The physical drill given by the entire school was well done, and showed careful training on the part of the teachers.

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The vacation schools of New York city will open on July 6, and will continue until about a week before the opening of the fall term of the regular schools. The summer work includes the care of the open-air playgrounds, the kindergartens on the recreation piers, swimming classes at the various pools, roof gardens, and excursions.

A prospectus of the summer work shows that the kindergartens will open at nine and close at twelve. They will begin with opening exercises, music and rhythm exercises, followed by the first period of table work, and later by forty minutes of games—indoors in most cases, but outside if there is a park convenient to the neighborhood. Following the recess will come a "story hour," and then the second forty-minute period of table work.

For children of the second and third school years there are "social occupation classes," in which is taught by illustrations and by cardboard or other modeling a course dealing with farm life, food products, vegetables, animals, transportation, and tools. In connection with this the children learn all about the Indian village and the Eskimo village, as compared with more modern forms of communities. They make the wigwam, the bows and the arrows of the Indians. Later they make models of houses, vegetables, household utensils, canoes, and paddles. They plant twigs and make the tools to plant them with. Then they are taught to do mat work, decorating, illustrating, and pen printing. Finally they prepare finely woven baskets and prize models of all sorts for the exhibition that is to testify to the thoroughness of vacation school training. The children of the same grades are taught also to draw, design mural ornamentation, and to paint.

In the classes for nature and art study

there are illustrated talks and drawing. There are exercises in leather work from making pen-wipers to card cases or whisk-broom holders. The children who do bench work turn out serviceable brackets, picture frames, and book shelves. Those in the division of basketry and cane weaving produce hammocks, shopping bags, collar and cuff boxes, and other useful articles. School bags of intricate and most approved pattern are exhibited by the students of weaving, and the ones who do fret sawing learn to make fancy boxes, doll furniture, and the like.

Then there are classes in metal work, where the children make nearly everything from a photograph holder to candleabra, and tin pails fashioned from fruit cans; there are exercises in knife carving, including serviceable wall cabinets; instruction in raffia, sewing, cord and bead work; lessons in millinery, hat trimming, and the making of large hats trimmed with the children's own material; training in embroidery, crocheting, and knitting; cooking, housekeeping, and lessons in local history, including trips all over town to points of interest.

Evening School Appointments.

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(Continued on page 32.)

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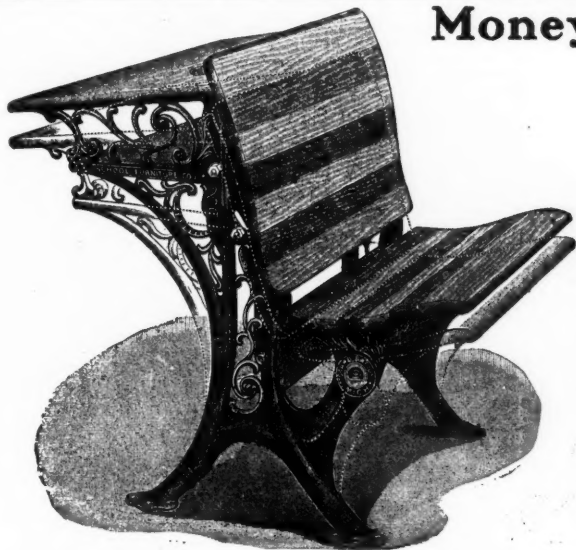
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Educational New England.

ANDOVER, MASS.—The closing exercises of Phillips academy were of unusual interest because in connection with them the academy celebrated its one hundred and twenty-fifth anniversary. The principal exercises consisted in a dedication of the new athletic grounds, and a dinner in the new gymnasium. Some six hundred alumni sat down to the dinner, many of them men of renown. The most distinguished guest was the new Chinese minister, Sir Chentung Liang Cheng, who was a member of the class of '82. He spoke of his student days, of the teachers when he was a student, and of the general academic life. His description of the ball game when the school beat Exeter on Exeter's own field was especially appreciated, as he was one of the nine.

Hon. Robert R. Bishop, president of the board of trustees, spoke of the principle which was the foundation of the academy and has always controlled the action of the trustees, to promote piety, virtue, and sound learning. He dwelt upon the steady growth of the academy, and the present requirement that it become in fact a college, inasmuch as the colleges have become, or are fast becoming universities. He spoke of the task that the trustees have had upon their hands in selecting a successor to Dr. Cecil F. P. Bancroft, who died in 1901. This has been solved by making one of the faculty, Mr. Alfred E. Stearns, vice-

principal for a year, so testing his qualities and fitness, and then electing him to the position.

WRENTHAM, MASS.—Mr. Aaron B. Cole, superintendent of schools for the district of Wrentham and Norton, has resigned to take effect at the end of the year. For the next year Mr. Cole intends to be free from educational duties.

LEICESTER, MASS.—The principal of the academy here, Mr. Wm. E. Cate, has resigned and will visit Europe with his wife. In September he will become principal of the Prouty High school, at Spencer. He has been in Leicester for five years. He is a native of Wolfboro, N. H., a graduate of Brewster academy, and of Harvard college, class of 1895.

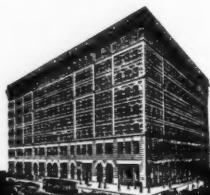
EXETER, N. H.—This week has been a memorable one with the old academy here. For some years the development of Phillips Exeter has been remarkable. New buildings have sprung up almost or quite every year. The attendance has steadily increased, and along with the students, the facilities for instruction have as constantly enlarged. For the third time, the academy has called her sons back to the old home for a special reunion and rejoicing. The first time came when the principal, Dr. Abbott, celebrated the close of his term of fifty years as the head of the academy. The second came in 1872, when on the very day that

his successor completed fifty years of service as teacher and thirty-two as principal, the new academy building was dedicated, built to replace the building destroyed by fire a little more than a year before. The third was this week, when she called her sons to dedicate Alumni hall, built principally by the gifts of two of her sons, Mr. William H. Morrison, the president of the board of trustees up to this summer, and Prof. Albert G. Wentworth, for many years one of the teachers and now also a member of the board; tho many others of the alumni have contributed to its erection, some of them substantial sums.

The exercises began with the sermon to the graduating class on Sunday, by Pres. William DeWitt Hyde, of Bowdoin college, himself one of the alumni. But the principal exercises occurred on Wednesday. They consisted in a procession formed under Mr. George A. Plimpton, of New York, as chief marshal, of students, faculty, and alumni. In the line were many prominent men, a conspicuous figure being Rev. Dr. Edward Everett Hale, of Boston, chaplain of the day. The procession proceeded to the Phillips church, where an address was given by the Hon. Francis Rawle, '65, of Philadelphia.

WOONSOCKET, R. I.—Mr. Amasa A. Holden, sub-master of the high school, has been elected principal. He was at one time a teacher in Chelsea, Mass., and he is a graduate of the Massachusetts Institute of Technology.

NEW LONDON, CONN.—The incorporators of the New London Manual Training and Industrial school have formally accepted the charter granted by the legislature, and organized. Mr. William H. Chapman, the founder of the school, has turned over to the board of trustees an endowment of \$100,000. The object of the school is to provide proper instru-



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Recent Deaths.

Miss Rose McFadden, vice-principal of P. S. No. 17, Brooklyn, died June 26. She was born in Brooklyn and was the daughter of Edward McFadden, for many years principal of No. 27. She leaves a mother and two brothers.

Prof. Wm. Elder, of Colby college, Maine, died at his home in Waterville on June 25. Dr. Elder was graduated from Acadia college in 1868, and 1870 was elected professor of natural science in the same institution, having in the meantime studied at Harvard under Professors Agassiz, Cooke, and Shaler. After two years he returned to Harvard as an assistant, and in 1873 was elected professor of chemistry in Colby, where he has remained since.

Brother Anselm, director of La Salle academy of the Christian Brothers, New York, died June 23, aged thirty-seven years. He was known in the world as George Stafford. He was born at Albany and entered the order of Christian Brothers at the age of fourteen. He taught in St. John's academy, at Albany, for three years and then came to New York to take charge of the parochial school connected with the old St. Patrick's church. Three years ago he established a boys' school at Utica, and on his return to this city he assumed the charge of La Salle institute, under which there are fifteen parochial schools.

Miscellany.

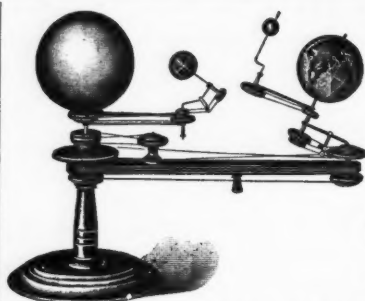
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The new books announced by Longmans, Green & Company include Fabulæ Faciles, a new and thoroly revised edition by Prof. J. C. Kirtland, Jr., of Phillips Exeter academy; Greek History for Young Readers, by Alice Zimmern, of Cambridge; Actual Government, by Albert Bushnell Hart, LL.D.; An Introductory Study of Ethics, by Warner Fite, of the University of Chicago.

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A Composition and Rhetoric based on literary models by Rose M. Kavana, of Medill high school and Dr. Arthur Beatty, of the University of Wisconsin, is one of the latest of the up-to-date text-books of Rand, McNally & Company. Attention is called especially to the "studio method," one which cannot fail to produce good results which is presented in this book. Another book, Language thru Nature, Literature, and Art, by H. Avis Perdue and Sarah E. Griswold, is at the other end of the language course, the primary. It is intended for use before the formal study of grammar is begun.

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Webster's International Dictionary is as well suited to the needs of the scholar as to those of the every-day worker. The new and enlarged edition has 2,364 quarto pages with 5,000 illustrations. Under the supervision of Dr. W. J. Harris, 25,000 new words and phrases have recently been added. This great work of reference is indispensable in the school-room. Webster's smaller dictionaries are useful also. For specimen pages, etc., write to G. & C. Merriam Company, Springfield, Mass.

The Sciences, by Edward S. Holden, librarian of the United States Military academy, is a reading book for children which is intended to serve as an introduction to the domain of chemistry, geology, physics, astronomy, and physiography. In addition the application of the sciences to the arts and to daily life is shown. The book is a vivid, interesting, and simple treatment of subjects about which all children, sooner or later, are curious. It aims to awaken the imagination and at the same time convey useful knowledge.

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The book is written in the form of conversations among a group of children. The author has succeeded in accomplishing this form of literary expression with great skill. He has escaped the pedantry and sentimentality which often mar such a form of writing. The volume is well

illustrated and in many cases simple experiments are explained by drawings. (Ginn & Company. Price, 50 cents.)

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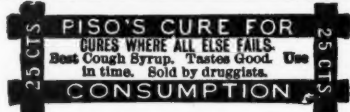
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